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ABSTRACT

The third report required by the Maryland Educational Accountability Act, this report contains a description of the implementation of the Maryland Accountability Program on the state and local school system levels, including present achievement and future plans; demographic data for the state, local school systems, and schools; assessment data on ability and achievement summarized at the state and local school system levels for grades three, five, seven, and nine; assessment data on ability and achievement for each Maryland public school for grades three, five, seven, and nine; and assessment data on functional reading for grades seven and eleven. On the Iowa Test of Basic Skills, Maryland's third- and fifth-graders scored better than, or the same as, their 1970 national norm sample counterparts; Maryland seventh- and ninth-graders fell short of the seventh- and ninth-grade averages in the national norm sample. In grade seven, 65.2 percent achieved competency on the Maryland Functional Reading Test. In grade eleven, 60.3 percent achieved competency. Concluding chapters contain suggestions to improve student achievement, and to implement uniform financial reporting procedures in the spirit of accountability. The Maryland special education program and an accountability program being piloted at a special school are also discussed. (Author/JM)

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Maryland Accountability Program Report

Year III

School Year — 1975-1976

Maryland State Department of Education



January 1, 1977

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MARYLAND STATE DEPARTMENT OF EDUCATION

P.O. BOX 8717, BWI AIRPORT
BALTIMORE, MARYLAND 21240
October 26, 1976

To the Honorable Marvin Mandel and Members of the General Assembly:

The third report required annually by the Maryland Educational Accountability Act, Article 77, Section 28A, Annotated Code of Maryland (1975 Replacement Volume), is respectfully submitted. Each year of operation has resulted in some minor improvements in the program. A list of the changes reported in this volume are noted briefly below.

- o In the fall of 1975, seventh- and eighth-grade students in Maryland public schools were administered the Maryland Functional Reading Test. The results of that assessment appear in Chapter 4.

- o In April 1976, the Maryland State Board of Education approved a policy statement calling for local school systems to analyze assessment information from the Maryland Accountability Program (MAP) to help identify program areas requiring improvement. The State Board also called on the staff of the State Department of Education to assist and provide leadership to the local school systems in this effort.

- o The Process Evaluation Component of the MAP has been launched with support provided by the State Board from federal funds. Selected schools scoring very high or very low on assessment measures will be carefully studied in cooperation with the local school systems to identify factors which have a powerful effect on school achievement.

- o Approval by the State Board of the revised Maryland Financial Reporting Manual will enable the Program Cost Component of MAP to provide greater financial detail.

- o Planning for the implementation of Section 98D, Article 77 of the Public School Laws of Maryland, requiring the setting of performance standards in reading, is being coordinated with MAP by the staff of the Department and the State Board.

Narrative reports from the 24 local school systems contained in Chapter 3 of this volume and State Department interactions with local school system personnel have revealed a great number and variety of efforts to improve student learning. However, these same sources indicate that continued improvement is dependent upon increased State support.

Again, our thanks are expended to the many individuals and agencies who help us plan and operate the MAP, a program whose quality depends so much on the quality of effort expended at the school and classroom level.

Sincerely yours,

A handwritten signature in cursive script that reads "James A. Sensenbaugh".

JAMES A. SENSENBAUGH
State Superintendent of Schools

JAS:hfg

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REPORT SUMMARY

I. Introduction

This report provides descriptive information for public officials and the general public about Maryland's public schools. It is the third report required by the Maryland Educational Accountability Act. (The first was published in January 1975.) This third report contains information about:

- The implementation of the Maryland Accountability Program on the state and local school system levels -- present achievement and future plans;
- Demographic data for the state, local school systems, and schools;
- Assessment data on ability and achievement summarized at the state and school system levels; and
- Assessment data on ability and achievement for each Maryland public school for Grades 3, 5, 7, and 9; and
- Assessment data on functional reading for Grades 7 and 11.

II. Overview

The report begins with a general discussion of educational accountability and the nature of the accountability effort in Maryland. Then, it moves on to a more detailed presentation of accountability objectives and achievements on both the state and local school-system levels. A brief outline of the entire document follows.

Chapter 1 Educational Accountability

This chapter defines educational accountability and introduces the reader to the Maryland Accountability Program -- past, present and future.

Chapter 2 Maryland State Department of Education: Accomplishments and Objectives

This chapter provides a detailed description of the objectives in education that were set by the Maryland State Department of Education (MSDE). It also lists some major accomplishments for Fiscal Year 1976 and plans for Fiscal Year 1977 in each of the Department of Education's functional areas of activity, i.e., educational programs, public library programs, vocational rehabilitation programs, general management and program-support services.

Chapter 3 Maryland Accountability Assessment Information

This chapter reports on the status of the state and local school system accountability programs. Each of these reports is followed by the tables described below which give detailed information on demographic background and test results for that level.

- Table 1. Community and Public School Resources Profile -- Provides background information on the state and local levels (e.g., total population, median family incomes, school enrollment, and per pupil instructional costs). There are separate tables numbered "1" for the state level and each local system.

- Table 2. Nonverbal Ability in Average Standard Age Scores and Academic Achievement in Average Grade Equivalent Scores, by Skill Area and by Grade -- Gives an overview of the performance of the state and school systems in each of the basic skill areas tested. There are separate tables numbered "2" for the state level and each local system.
- Table 2A. Comparison of Year I (1973-74), Year II (1974-75) and Year III (1975-76) Data in Average Standard Age Scores and Average Grade Equivalent Scores -- Compares the test results from Year I, Year II and Year III of the accountability program. As explained in Appendix C, however, differences in average grade equivalent scores should be viewed in the light of differences in other variables, e.g., Standard Age Scores (SAS). There are separate tables numbered "2A" for the state level and each local system.
- Table 3. School Level -- Community and Public School Resources Profile -- Gives background information (e.g., total school enrollment, pupil/staff ratio) for each school in the individual school system.
- Table 4. School Level -- School Average Grade Equivalent Scores, by Skill Area, Compared with Maryland Norms Based on School Average Standard Age Scores -- Shows the test results of children in a particular school as compared to the state norm. Test results are displayed by grade and by skill area.

Chapter 4 State of Maryland Functional Reading Program

This chapter reports on the Maryland Functional Reading Test which measures the functional reading skills of Maryland's public school students. Tables are included for state and local level, which give information on demographic background and test results for that level.

- Table 5. Community and Public School Resources Profile -- Provides background information on the state and local levels (e.g., total population, median family incomes, school enrollment, and per-pupil instructional costs). There are separate tables numbered "5" for the state level and each local system.
- Table 6. Number and Percent of Students Achieving Competency in the Categories on the Total Test -- Gives the numbers and percentages of those students who answered correctly at least 80% of the items in a category in the total test. There are separate tables numbered "6" for the state level and each local system.
- Table 7. School Level -- Community and Public School Resources Profile -- Gives background information (e.g., total school enrollment, pupil/staff ratio) for each school in the individual school system.
- Table 8. School Level -- Percent of Students Achieving Competency in the Skill Categories and on the Total Test -- Shows test results of children in a particular school. Test results are displayed by grade and by skill area.

Chapter 5 Process Evaluation

This chapter is an attempt in that phase of accountability to identify the processes within schools which account for high and low student achievement. Included is a discussion of objectives to improve or emphasize school variables which may lead to student success.

Chapter 6 Program Cost Component

This chapter describes the efforts of state and local officials to achieve a State-wide uniform reporting system, in the spirit of accountability, through improved financial reporting procedures.

Chapter 7 Special-Education Component

This chapter describes the special-education program currently provided for handicapped children in Maryland public schools. It also outlines plans to insure that all children needing special education will be identified and that appropriate programs will be available to them. A description of the accountability program being piloted at a special school is included.

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CHAPTER 1

EDUCATIONAL ACCOUNTABILITY

1.1 Introduction to the Maryland Accountability Program Report, School Year 1975-1976

This report is the principal instrument for disclosure of information about goals in public education and progress toward those goals. It is directed to the Governor and the General Assembly as required by the Maryland Educational Accountability Act. Chapter 1 explains the concept of educational accountability and provides background information about the Maryland Accountability Program.

1.2 The Definition of Accountability

Simply stated, educational accountability is an attempt to measure, disclose, interpret, and improve results achieved by public educational school programs. Its purposes are: (1) to promote an understanding of the relationships among the quality of education, the characteristics of educational settings and programs, the processes of education, and needed and available human and material resources; and (2) on the basis of that understanding, to make improvements in the educational system.

It is important at this point to recognize that education is a shared responsibility. Parents and members of the various communities in the state, including public officials, have an enormous opportunity for influence and impact on the work of the schools. Social processes, including learning, cannot be conducted by the schools without active support from parents and the community. Accordingly, the responsibility to be accountable extends beyond the classroom to the whole school, the school system, the State education agency, the State government, and the larger community.

1.3

The Maryland Educational Accountability Act

At the time of this writing, approximately 30 States have enacted accountability legislation. Most of the remaining states have drafted plans for accountability legislation, or have initiated procedures at the state level that will preclude the need for legislative mandates.

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, the Annotated Code of Maryland Supplement was passed. The law has come to be commonly called the "Maryland Educational Accountability Act" (see Appendix A).

The overall purpose of the Act is to provide for the establishment of a program of State-wide educational accountability. This program should assure that educational programs lead to the attainment of established educational objectives, provide information for an analysis of the differential effectiveness of instructional programs, and provide information for accurate analysis of costs of instructional programs.

The Maryland Educational Accountability Act imposes several requirements for statewide accountability. These include: (1) the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at all levels -- state, school system, and individual school; (2) a school-by-school survey of the current status of student achievement in relation to established objectives, and the development of programs by each school for meeting its own needs; and (3) the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives is, likewise a stipulation of the act.

The Maryland Educational Accountability Act also requires that a yearly report be submitted by the State Superintendent of Schools to the Governor and the General Assembly, beginning in January 1975. This report must include, but is not necessarily limited to, the progress made by the Maryland State Department of Education, by local school systems, and by individual schools toward the achievement of their respective goals and objectives. The report should also include recommendations for legislation deemed necessary to improve the quality of education in Maryland.

1.4 The Maryland Accountability Program

1.4.1 Administration of the Maryland Accountability Program

In response to the accountability legislation enacted by the Maryland General Assembly and in accord with the six characteristics of the state's accountability program¹, the Maryland State Board of Education determined that the initial efforts of accountability should concentrate on the basic learning skills of reading, writing, and mathematics. The Board resolved that, following the specification of desired educational goals in each of these three areas, student achievement relative to each goal should be measured, and an analysis of the achievement results relating to other variables, such as student ability and socioeconomic status, should be conducted.

Four major components of the Maryland Accountability Program (MAP) were established following these directives: (1) goals and objectives setting; (2) assessment; (3) process evaluation; and (4) program cost.

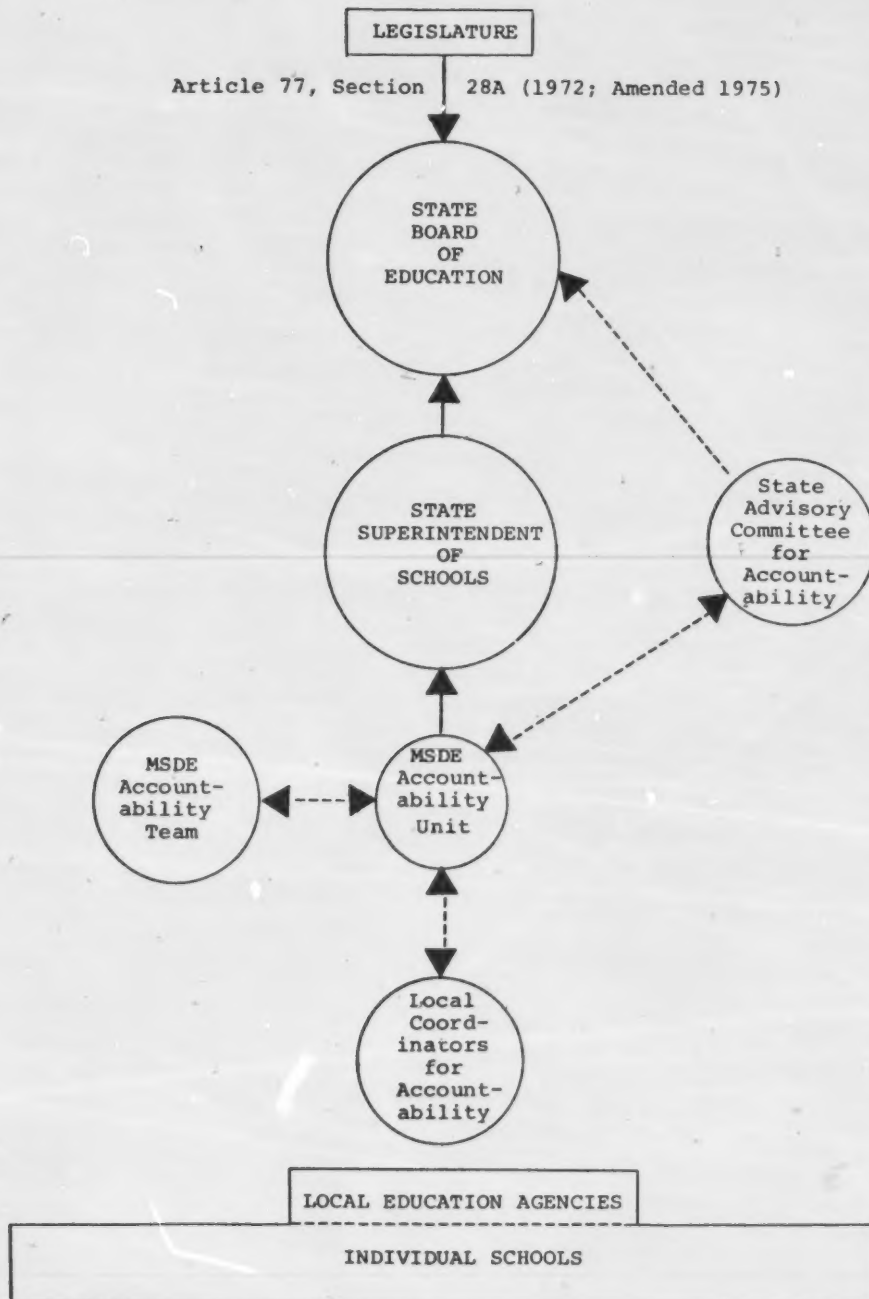
¹ Maryland State Department of Education. Maryland Accountability Program Report, School Year 1974-75. Baltimore, Md.: January 1, 1976 pp. 1-3.

To assist in accomplishing these tasks, the State Board of Education appointed a State Advisory Committee on Accountability, drawing its members from a broad cross-section of the state's population. It also designated the chairman of this committee. A member of the Maryland State Department of Education (MSDE) was assigned as full-time executive secretary to the committee in order to make available, as detailed accountability procedures were developed, technical services from the Maryland State Department of Education.

Two additional task forces were constituted. At the state level, the MSDE Accountability Team was formed, drawing together departmental personnel who could provide assistance in the development and implementation of the various components of the MAP. On the local-school-system level, each superintendent appointed a local coordinator to supervise all system-level activities. Responsible to the superintendent, the local coordinator serves as system representative in the planning and implementation of accountability program activities. The 24 local coordinators meet with MSDE staff periodically to advise on operational and developmental steps in MAP.

Staff responsibility for the administration of the accountability program is delegated by the State Superintendent of Schools to the Assistant State Superintendent, Division of Research, Evaluation, and Information Systems (REIS). Accountability staff members in REIS oversee MAP's operation at the State, system, and school levels, coordinate developmental activities, and make use of the MAP decision-making process (see Figure 1).

Figure 1. Maryland Accountability Program Decisionmaking Process *



* Members of these administrative bodies, advisory committee, and task forces are identified in the preliminary acknowledgments, pages ii-vii.

1.4.2 Maryland Accountability Program - Initial Implementation Plan and Its Limitations

In 1973, the State Board of Education adopted a plan that called for the development and dissemination of State-wide goals in reading, writing, and mathematics (see Appendix B). In subsequent phases, each of the 24 school systems was required to establish local goals and objectives in conformity with those established at the State level.

The State implementation plan further specified that by September 1, 1974, school system goals would be reviewed and that by April 1, 1975, each school would have established its own objectives, consistent with its unique needs and in keeping with school-system goals. September 1, 1975, was designated as the deadline for school systems to evaluate the objectives submitted by individual schools and to submit a narrative report to the Maryland State Department of Education on the establishment of school objectives.

The State's implementation plan required the establishment of a comprehensive and uniform Statewide testing program. The Iowa Tests of Basic Skills (ITBS) and the Cognitive Abilities Test (CAT) were selected as the initial State-wide assessment instruments. Beginning in the spring of 1974, all pupils (excluding certain categories of handicapped students) in Grades 3, 5, 7, and 9 were tested. In addition, beginning in the fall of 1975, the Maryland Functional Reading Test has been administered to all pupils in Grades 7 and 11. The plan also called for the establishment of procedures for collecting data on student, home, community, and school characteristics. The implementation plan required the establishment of procedures by which school systems would report test results and other information to the Maryland State Department of Education.

The relationship between educational goals and objectives established in Maryland and the assessment of current status is, however, by no means ideal. Only the skills covered by ITBS and the Maryland Functional Reading Test have been assessed and reported on for the purposes of accountability. State-wide assessment has not been undertaken in various other skill and subject matter areas, such as social studies, science, vocational education, and the arts. Nor has information been collected State-wide on student attitudes, interests, and values-- the so-called affective domain of learning objectives. In addition, there is no information available regarding the psychomotor aspects of student learning, e.g., eye-hand coordination, manual dexterity, and response orientation and integration.

These three domains of learning, which make up the total potential of student growth, are represented pictorially in Figure 2, which also lists major objectives for each domain. The shaded area highlights an estimate of the limited sector of cognitive skills that is measured in Maryland's present accountability effort.

Student achievement is a composite of many developed skills, understandings, and attitudes, and there are, understandably, many factors that influence student cognitive, affective, and psychomotor growth. These factors include school effects, community resources, socioeconomic factors, student motivation, and student ability. The Maryland Accountability Program provides information on basic skills achievement, student ability, and socioeconomic factors, as shown in Figure 3.

Figure 2. Achievement Measured in the MAP in Relation to the Entire Domain of Learning

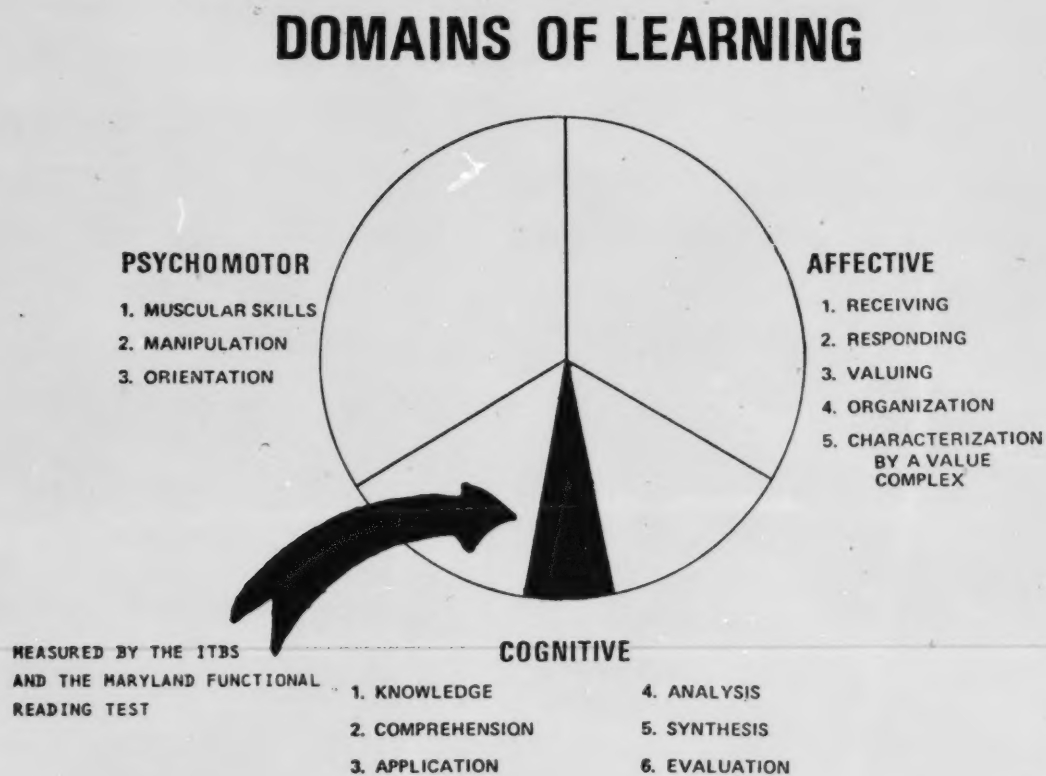
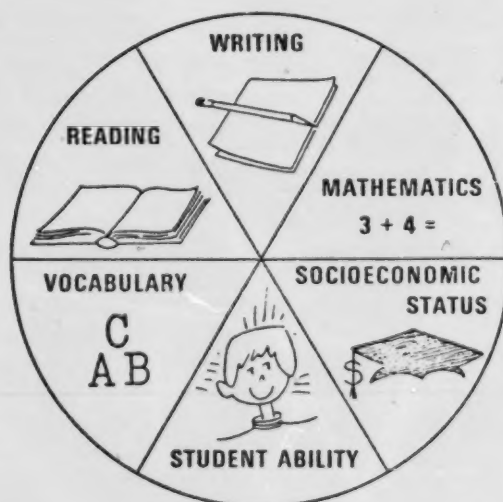


Figure 3. What Was Measured in the MAP?



A major assumption underlying Maryland's accountability legislation is that the analysis and interpretation of pertinent test data and other information must lead to beneficial changes and modifications in instructional programs. The Maryland Accountability Program (MAP) should be viewed as a support system essential to sound management for improvement of public educational programs. It is not an artificial, superimposed program developed simply to comply with the Maryland Educational Accountability Act, that is, the generation of information solely for reporting purposes. On the contrary, all information generated for MAP is to be analyzed and utilized in an effort to improve system and school programs throughout the State. In April 1976, the Maryland State Board of Education adopted a policy statement on MAP and its relationship to educational program improvement. (See Appendix H)

However, it is not sufficient to assume that the school's instructional programs become more effective and efficient only because an assessment program exists and its results are used in decision making to improve programs. In keeping with the Maryland Educational Accountability Act, evaluation programs must be developed and installed in order to determine the effect that modifications of the instructional programs have on goal attainment. Adequate evaluation of instructional programs requires the use of more than just norm-referenced tests, such as the Iowa Tests of Basic Skills (ITBS)

and the Cognitive Abilities Test (CAT). Criterion-referenced tests in reading, writing, and mathematics must be developed or adapted for use in Maryland's public schools, such as the Maryland Functional Reading Test. The State's accountability program must also be extended to domains other than the cognitive one. Current efforts in these areas are outlined in the next section.

1.4.3 Action Plan for the Assessment Component, Maryland Accountability Program

On July 30, 1975, the Maryland State Board of Education approved the Action Plan for the Assessment Component, Maryland Accountability Program. This five-year conceptual framework was developed during the spring by the Maryland State Department of Education Accountability Team, the Local Coordinators for Accountability, and the State Advisory Committee for Accountability. Some of the major features include:

- Continuation of the use of the Iowa Tests of Basic Skills (ITBS) and Cognitive Abilities Test (CAT) Nonverbal Battery, in Grades 3, 5, 7, and 9 through Year III, 1975-76 (see Section 1.5.3 for more details);
 - administering the ITBS and CAT only to Grades 3 and 7 beginning in Year IV, 1976-77
- Initiation of the use of the Maryland Functional Reading Test in Grades 7 and 11 in the fall of Year III, 1975-76 (see Section 1.5.3 for more details);
 - requesting funds for Fiscal Year 1976 to begin the two-year development of mastery tests in mathematics and writing for Grade 11 with implementation projected for Year V, 1977-78.
- Expansion of instrumentation to assess special-education programs/services, beginning in Year III, 1975-76;

- Beginning exploration for, or development of, assessment measures for selected aspects in the affective domain, such as student attitudes and interests, with implementation projected for Year IV, 1976-77; and
- Requesting in Fiscal Year 1977 and in Fiscal Year 1978 budgets funds for the development of additional or replacement assessment instruments for agreed upon ITBS elements in Grades 3 and 7, with implementation projected for Year V, 1977-78.

At the present writing (Fall 1976), it is apparent that budgetary limitations and the impact of legislation passed during the 1976 session of the General Assembly, notably the Athey Law, may require review of the July 30 Action Plan.

1.5 Accountability and Decision-Making in Education

1.5.1 Models of Accountability

The ideas of accountability and assessment in education are best understood in the context of models for evaluation of educational programs. Educational programs may be considered at the state level, the school-system-level, and at the individual-school level, and are discussed in the concept of any ongoing educational activity designed to produce specified changes in the behavior of the individuals who are exposed to it. A succinct review of evaluation models is provided by Astins and Panos in Educational Measurement.²

Ideally, an evaluative study involves the collection and analysis of information regarding inputs, outputs, and operations of educational programs, which comprise the three conceptually distinct components of any education program. "Inputs" refers to the

² Thorndike, Robert L. (ed.). Educational Measurement, Second Edition. Astins, Alexander W. and Panos, Robert J., "The Evaluation of Educational Programs." Wash., D. C.: American Council on Education, 1971, pp. 733-751.

talents, skills, aspirations, and other potentials for growth and learning that the student brings with him into the educational program. In addition, the characteristics of the student's family and the culture in which he lives are important inputs.

"Outputs" refers to the student's achievements, knowledge, skills, aptitude for future learning, values, personality, interpersonal relations, and other behaviors that are likely to be influenced by the educational program.

"Operations" refers to those characteristics of the educational process that are capable of affecting relevant student outputs. Included in operations are environmental experiences, educational interventions, learning experiences, learning strategies, curricula, teacher style and instructional techniques. Educational operations comprise the entire array of environmental variables that characterize a particular educational program -- the means to achieve the educational ends, i.e., goals of the program previously established.

1.5.2 Maryland's Approach

The accountability effort in Maryland is guided by an evaluation model which takes into account input, output, and educational process (operations) information as follows:

- Analysis of Inputs

Inputs include descriptions of community characteristics, such as population size, median family income, percent of disadvantaged school age children, and an estimated level of parent education; school characteristics such as enrollment, average experience and salary of teachers and administrators, education of teachers and staff, pupil/staff ratio, and

daily attendance rates; financial characteristics, such as the cost of instruction and administration; and, finally, the level of student ability, as expressed in Standard Age Scores (SAS) and measured by the Nonverbal Section of the Cognitive Abilities Test (CAT).

The measurements of all these characteristics are reported in Tables 1 and 2 of the state and local education agency portions of this report, and in Table 3 of the school-by-school portions.

- Analysis of Outputs

The primary output measures include the grade equivalent scores (GE) obtained by students in Grades 3, 5, 7, and 9 on the eight subtests of the Iowa Tests of Basic Skills (ITBS). Averages of these scores are shown in Table 2 of the state and local education agency portions of this report, and in Table 4 of the school-by-school portions.

For school year 1975-76, additional scores are being obtained State-wide and analyzed with the use of a Maryland-based test of basic reading skills in Grades 7 and 11. The results of the use of the Maryland Functional Reading Test appear in Chapter 4.³ For subsequent years, additional mastery tests are planned in writing and mathematics for the eleventh grade, along with some specialized testing procedures for students in special-education programs.

- Analysis of Education Process

In the context of the evaluation model, the word "process" refers to everything which intervenes between the inputs and outputs:

³ Appendices D and E provide two additional output measures that reflect on the quality of Maryland Public Schools: Scholastic Aptitude Test and Achievement Tests (Appendix D) and the Maryland High School Graduate Follow-Up Study (Appendix E).

from curriculum goals and objectives to how teachers conduct their classes; from the nature of a principal's leadership style to the students' classroom behavior. In short, process evaluation considers the entire educational enterprise in action. Of the three, the process-evaluation component is by far the most difficult to develop and implement. Given the immense scope and complexity, any plans and procedures are likely to be either wholly inadequate or else hopelessly expensive, intrusive, and time-consuming.

In order to provide guidance and leadership in this area, a State Process Evaluation Team has been formed which includes local representatives with the assignment to study appropriate approaches. A report on the current status of the team's efforts is given in Section 1.6 following.

The three elements of Maryland's evaluation model, discussed above, are by no means separate and independent. Close links exist among the various measurements and observations which result from each of them. For this reason, the Maryland accountability effort goes beyond the mere listing of various numbers and scores.

One of these links is the relationship between the Standard Age Scores (an input referred to as SAS), and the grade equivalent scores (an output referred to as GE). In order to learn the strength of this link a regression analysis was performed on the data.⁴ Based on this analysis, an individual school's average GE is compared to a Maryland norm for that school, which takes into account the average SAS for that school and the relationship between SAS and GE found in the Maryland data. (See Chapter 3, School Level -- Accountability Assessment Information: Table 4).

⁴ See Appendix F for an explanation of the use of regression analysis in the Maryland Accountability Program.

In Table 4, the actual obtained average GE's for the schools are listed in the column headed "average GE", and by a simple subtraction of this number from the Maryland norm for that school ("Maryland Norm" column) the numbers listed in the "difference" column can be obtained. Of course, these differences can be negative, zero, or positive, depending on whether the obtained GE was higher, the same as, or lower than the Maryland norm. Such differences must be carefully interpreted.

The amount of difference (residual), positive or negative, should not be interpreted as a direct measure of the school's effectiveness or ineffectiveness. By the very nature of the analysis, half the schools will have positive residuals and the other half will have negative residuals. In fact, the average residual of the State is 0.00 on all subtests. If we took the residual as a direct measure of effectiveness, then the State as a whole would have zero effect. At best, the residual may be viewed as a hazardous, relative indicator, highly subject to error. The closer to zero, the more the residual loses its meaning with respect to being a "negative" or "positive" indicator. For this reason, the Maryland Accountability Program Report has adopted the practice of placing asterisks by those schools whose residuals are extreme.

The top 2.5 percent of the schools having positive residual was asterisked. Similarly, the bottom 2.5 percent of schools with negative residuals was asterisked. Thus, in total, 5 percent of all schools received asterisks and, thereby, forms the two extreme ends of the residual distribution. At this point, the most important caution of all must be exercised. No one knows, as yet, how or why these schools scored as they did. First of all, there is nothing in the analysis which guarantees that a school's performance is

admirable because it obtained a positive asterisked residual. Conversely, it cannot be claimed that there is necessarily anything "wrong" just because a school received a negative asterisked residual. However, it is appropriate to interpret these residuals as extreme, if only by definition. As such, they function as promising indicators of where the process evaluation might best begin. This completes a circle of interrelationships between the three elements of Maryland's evaluation model -- assessment measures are regressed against inputs, and the results used as road signs toward process evaluation.⁵

1.5.3 Instruments used to Measure Academic Ability and Achievement

Reading, language arts, mathematics, and academic ability were assessed by norm-referenced tests (Iowa Tests of Basic Skills and the Cognitive Abilities Test - Nonverbal Battery) in the third, fifth, seventh and ninth grades. (See Appendix G for a detailed discussion of assessment measurements used.) In addition, functional reading skills have been assessed in the seventh and eleventh grades by an objective-based test developed at the state level beginning in the fall of 1975.

The differences in the kinds of information provided by the two types of measurements should be considered when interpreting the test results.

⁵ See Appendix C, "How to Use the Maryland Accountability Program Report," pp. C16 to 18, for an illustration of this procedure.

Norm-referenced achievement tests, such as the Iowa Tests of Basic Skills, are designed to provide information about student performance in broad academic areas in relation to the performance of other students who are selected as representative of the nation as a whole. The subject-matter content of the tests is not precisely related to the instructional content of any particular school system or any individual teacher. The tests are designed to describe performances of students in relation to the average score made by a national sample of their peers.

Norm-referenced ability tests, such as the Cognitive Abilities Test, are designed to provide information about student performance of other students who are selected as being representative of the nation. This test was used as a means of assessing the ability for academic achievement that the student brought to the learning situation.

Criterion-referenced, or objective-based tests, are developed for a purpose different from that of non-referenced tests. Criterion-referenced tests are developed to assess the extent to which students have learned or mastered objectives specifically related to an instructional program. The performance of students on such tests is compared with the objectives of a program rather than with the performance of other students.

In 1970, the Maryland State Board of Education adopted the improvement of reading as one of its priorities. As one approach to the problem of improvement, Maryland educators looked at reading from a practical point of view. They wanted to know what basic minimum reading skills pupils would need in order to function and survive during the 1970's.

The reading specialists in the Maryland State Department of Education (MSDE), with the help of local educators and civic and business groups, defined functional reading-skill objectives at both the elementary and secondary level. Reading programs were then developed and initiated to teach these skills. In 1972, reading specialists from MSDE and local school systems, with the help of an outside consultant, developed the Maryland Functional Reading Test to assess these functional reading skills. Chapter 4 provides more detailed information on this reading test.

1.5.4. Results of the Assessment

In the 1975-76 school year, the average student in Maryland scored slightly below the average student in the National Norm Sample of 1969-70, on most of the subtests of the Iowa Tests of Basic Skills. However, Maryland's average performance on the nonverbal portion of the Cognitive Abilities Test was slightly ahead, particularly in the higher grades (see Chapter 3, Tables 2 and 2A, pp. 74-76).

The State average scores in vocabulary, reading comprehension, language total, and mathematics total for grades 3 and 5 were well within range of the average norm; in grades 7 and 9 the average scores on these subtests accounted for the overall lag mentioned above.

These results closely approximate the pattern observed in the two previous years of the assessment program (see Table 2A, p. 76.) But more important, these results also reflect the decline in test scores which has been noted nationally at grade levels 6 through 12. In the literature, many hypotheses are advanced to explain this phenomenon of declining scores: some blame the schools and teachers,

others say it is because of television and societal changes, such as broken families, working mothers, and drugs. Whatever the causes, it should be clearly kept in mind that the test scores themselves contain none of this diagnostic information. At best, the scores estimate performance levels and only an in-depth study at the school level, such as is suggested in Chapter 5 can account for the decline in test scores. (For a thorough discussion of Maryland's test results, see Chapter 3, pp. 67-72.)

1.6 Progress in the Process Evaluation and Program Cost Components

During the first two years of the Maryland Accountability Program, attention was focused on the setting of goals and objectives at all three levels of public education--State, school system, and individual school--and on implementing a uniform assessment program. However, beginning in 1974-75, research proposals were developed cooperatively by MSDE and LEA staff members to explore the effects on achievement of educational process variables, such as program organization, methods of instruction, and student-peer-teacher interactions. Funding made available by the State Board of Education has made possible implementation steps in process studies in a number of volunteer schools. Chapter 5 presents a current account of activity in this component.

The adoption by the State Board of Education of a revised Maryland Financial Reporting Manual has made forward movement possible in the Program Cost Component of MAP. Improved cost information will result from the use of this manual in coming years. Chapter 6 deals with activities in this component.

The Maryland Alternative Accountability Pilot Project

During the 1974-75 school year, a major innovation under the Maryland Accountability Program involved the initiation of the Maryland Alternative Accountability Pilot Project. Under joint sponsorship of the Maryland State Department of Education, the Maryland State Teachers Association, and the National Education Association, six schools in three Maryland school systems have been developing alternative assessment/accountability techniques for use at the school level in lieu of the State-mandated assessment program. The pilot project will continue through June 1976, when an independent evaluation will be conducted to review the outcomes of the efforts of the six pilot schools and to determine whether the project merits an extension and expansion under National Institute of Education support. Reports of the first two phases of the pilot project are available from the Accountability Unit of the Maryland State Department of Education.

CHAPTER 2

MARYLAND STATE DEPARTMENT OF EDUCATION: ACCOMPLISHMENTS AND OBJECTIVES

2.1 Introduction

The purpose of this chapter is to describe, in summary fashion, the degree to which the Maryland State Department of Education (MSDE) achieved its major objectives in Fiscal Year 1976, and to lay out the principal objectives for Fiscal Year 1977.

The key term is "summary." Only those objectives which are believed to be of general interest have been selected for discussion. For a more detailed examination of accomplishments in 1976, the reader is referred to the FY 1976 Program Evaluation Report. The objectives for 1977 are contained in the State Department of Education publication Short-Range and Long-Range Plans for FY 1976 - FY 1985 with Executive Plan Update FY 1978-1982. These two documents are prepared annually for transmittal to the State Departments of Planning, and Budget and Fiscal Services and are available at the Maryland State Department of Education, Office of Planning Services.

This section of the report is presented in five parts which represent the five functional areas of activity of the Maryland State Department of Education. They are:

- I Educational Programs
- II Public Library Programs
- III Vocational Rehabilitation Programs
- IV General Management
- V Program Support Services

Each part lists some actual accomplishments in that functional area for Fiscal Year 1976 and selected objectives for Fiscal Year 1977.

2.2 State Department's Major Functional Activities

I. Educational Programs

A. Elementary and Secondary Education -- Regular Services

Actual Program Performance

1. Developed and approved a set of State-wide goals and objectives K-12 in three subject areas, i.e., reading, mathematics, writing;
2. Developed and field-tested an instrument that can be used to evaluate a total school program in reading (Standards for a Successful Reading Program, Maryland State Department of Education, 1976);
3. Developed and implemented, in 14 counties and Baltimore City, a program whereby each student entering his first year in any kindergarten or first grade is evaluated for the purpose of identifying learning disabilities;
4. Developed a model training program for teachers using the filmstrips, tapes, and teachers' resource material for functional reading (Maryland's Functional Reading Program);
5. Developed and implemented in-service programs to train kindergarten and first-grade teachers in 15 school systems to screen and diagnose learning problems of children;
6. Developed and implemented in-service programs to train kindergarten and first-grade teachers in 15 school systems to modify or develop intervention programs to meet the needs of pupils with learning problems;
7. Developed and implemented programs for the highly able readers at all levels. (Guidelines for Able Readers, scheduled for publication in 1977);
8. Developed programs for students with severe reading problems. (Competency-Based Programs for Severe Problem Readers);

9. Implemented an awareness program for teachers, administrators, parents, and the public to present the latest knowledge-trends and curricular programs for the gifted and talented;
10. Developed teaching-learning packages for students and teachers to use in the study of natural or urban areas in environmental education; and
11. Developed and implemented an in-service program to train metric coordinators designated by local superintendents of schools.

FY 1977 Objectives

1. Complete specific instructional objectives in reading, mathematics, and writing in each school building;
2. Improve functional reading by ten percent (grades 6, 10, 12) in each school building as measured by the Maryland Functional Reading Test;
3. Develop and disseminate policy and guidelines to provide for planned and orderly curriculum changes in regular programs at the elementary and secondary levels;
4. Develop and begin implementation of a five-year plan for State and regional conferences, workshops, and seminars for key LEA personnel in priority and other selected areas of the regular program: early screening, diagnosis and intervention, reading, metrication, gifted and talented, health education, arts and humanities, career education, bilingual/bicultural education;
5. Develop, approve and disseminate the following in four selected curriculum areas: State-wide goals and objectives K-12, program guidelines, criteria for facilities, equipment and instructional materials, procedures for program evaluation;
6. Develop a model for systematic data-gathering on all regular instructional programs in elementary and secondary schools; and
7. Develop a model for assessing the impact of State, regional, and local in-service conferences, workshops and other programs at the State, regional and local level.

B. Early Childhood Education

Actual Program Performance

1. Provided technical assistance to the local educational agencies in planning, developing, implementing, and assessing early childhood education programs, pre-kindergarten through third grade, through the services of the Early Childhood Education Unit;
2. Conducted four early-childhood regional meetings for the purpose of promoting articulation between pre-kindergarten, kindergarten, and first grade using curriculum as a major focus;
3. Provided in-service workshops at the local level to assist local educational agencies in the development of curricula that meets the diagnosed needs of children;
4. Participated in interagency meetings at the State and local level with people who have responsibilities for programs and services for young children; and
5. Planned and conducted a State Early Childhood Education Conference in cooperation with the University of Maryland entitled "Children's Learnings: Yesterday, Today, and Tomorrow" involving superintendents, assistant superintendents, principals, teachers, parents, and supportive service personnel from 24 local educational agencies.

FY 1977 Objectives

1. Promote articulation between pre-kindergarten, kindergarten, and first-grade programs so that children will achieve success in school;
2. Provide technical assistance to the local educational agencies in planning, developing, implementing, and assessing early childhood education programs, pre-kindergarten through third grade, through the services of the Early Childhood Education Unit; and
3. Promote articulation between major agencies and other committees who have responsibility for programs and services for young children.

C. Elementary and Secondary Education -- Pupil Services

Actual Program Performance

1. Developed and conducted cooperatively with the Maryland Association of Student Councils two State-wide conventions;
2. Completed evaluations of status of local student responsibility and rights documents;
3. Provided (with Maryland Leadership Workshop) training in leadership skills for 240 students; and
4. Completed training of 150 educators (accomplished through Career Education Summer Institutes) in organization, planning, and curriculum development related to needs of special population, i.e., girls and women, minorities and the handicapped.

FY 1977 Objectives

1. Study the staff-development needs of local pupil-services practitioners and, on the basis of these needs, develop cooperative action plans with other State agencies and organizations in areas such as juvenile delinquency, drug abuse, and minority-youth college placement;
2. Develop pupil-services accountability procedures in cooperation with local school systems to initiate needs-assessment and data collection procedures;
3. Support the development and staffing of career centers in existing schools; and
4. Identify the career-planning needs of special groups such as minorities, girls and women, and gifted and talented students.

D. Elementary and Secondary Education -- Gifted and Talented

Actual Program Performance

1. Offered programs for the gifted and talented in 24 local school systems.

FY 1977 Objectives

1. Collect, organize, and/or develop information materials and statistical data necessary to support the design of pilot programs for gifted and talented students; and
2. Develop or adopt procedures and instruments for the identification of such students.

E. Elementary and Secondary Education--Handicapped

Actual Program Performance

1. Evaluated all the educational programs in State institutions which applied for program review and evaluations. Two institutions from MRA and the institutions from the Department of Corrections did not apply in FY 76;
2. Performed a Maryland State Department of Education evaluation by professional staff in 35 percent of the out-of-state facilities which enroll Maryland students;
3. Trained 61 teachers to work with severely and profoundly handicapped children in public education programs; and
4. Trained 827 elementary educators to work in the regular classroom with children having mild to moderate handicapping conditions utilizing the resources of Continuum training, the "Special Needs" ITV series and the Maryland Consortium.

FY 1977 Objectives

1. Maintain the Special Services Information System (SSIS) as a guide to minimum incidence rates and provider of program costs for the state;
2. Provide for the incorporation of the Early Identification Subsystem into the SSIS to gather information on the pre-school-age population to be served and provide data to State and school system staffs for planning programs for that population;
3. Maintain and operate an Information and Referral Service for the handicapped encompassing all handicapping conditions and all age groups;

4. Establish, maintain and coordinate a State-wide network of Direction Center Services;
5. Facilitate and monitor criteria for the administration of certification standards for professional and paraprofessional personnel providing special education;
6. Facilitate and monitor criteria for identifying, testing and diagnosing children in need of special-education programs and services;
7. Develop and provide an ongoing special-education planning-process system which will yield programmatic and fiscal data for evaluation and analysis of practices in serving handicapped children;
8. Establish and develop guidelines for the administration of placement of handicapped students in approved nonpublic schools or facilities;
9. Evaluate the extent to which State, local, and federal funds have been legally and properly expended and the extent to which the concomitant special-education programs/services conform to State law(s) and federal regulation(s);
10. Research, design and field-test new diagnostic and curricular approaches in special-education programs through cooperation with Maryland State Department of Education, Division of Special-Education Subdivisions, local school systems and other agencies;
11. Identify, research and demonstrate new approaches to training administrators, teachers and paraprofessionals in special-education practices in cooperation with Maryland State Department of Education Subdivisions;
12. Demonstrate the programmatic (student growth) effectiveness of the Continuum with the goal of obtaining a State Board of Education mandate to place the Continuum in all appropriate public schools;
13. Prepare State plans, develop project criteria, communicate with LEA's, approve plans, account for and monitor federal funds administered intradivisionally, and to LEA's and further insure that all funds are utilized in compliance with State and federal regulations; and

14. Identify, research and demonstrate cost-effective approaches for full educational opportunities for all children with severe and profound handicapping conditions.

F. Elementary and Secondary -- Handicapped, Vocational

Actual Program Performance

1. A program serving emotionally-disturbed youth is presently operational at the Western Vocational-Technical Center and at the Regional Institute for Children and Adolescents. The program incorporates therapy and occupational instruction for the ideal purpose of "mainstreaming" the emotionally-disturbed youth back into a regular vocational program;
2. An evaluation unit for handicapped and disadvantaged students was placed in operation at the Carroll County Vocational-Technical Center. A business-education program for the handicapped was started in Baltimore City. A program in automotives was started in Montgomery County. Also, programs are being developed in Drafting and other Business-Education areas;
3. The last of a three-year project was conducted in Caroline County in Cooperative Work Experience for the Handicapped. Three state agencies: Vocational Rehabilitation, Special Education, and Vocational-Technical Education, worked cooperatively on this project, which has proven to be highly successful in serving handicapped students; and
4. At least 50 percent of the handicapped programs were monitored. As a result of monitoring, 15 percent (30 programs) of the programs were modified to incorporate new methods for teaching students with special needs.

FY 1977 Objectives

1. Develop one program of supportive services and vocational training with the Department of Health and Mental Hygiene for 30 emotionally-handicapped youth;
2. Develop and field test a model program for emotionally-handicapped students which provides an alternative to institutional services; and
3. Develop two projects in counties which had previously not had vocational-education programs for the handicapped.

G. Elementary and Secondary Education -- Disadvantaged

Title I

Actual Program Performance

1. Developed needs-assessment guidelines as part of an evaluation handbook distributed to all LEA's. Rendered technical assistance to LEA's in following the guidelines to insure the implementation of a comprehensive and systematic needs assessment of Title I participants; and
2. Developed comparability review checklist for use as part of the on-site monitoring by the State Title I staff and a comparability calendar outlining the steps involved in reporting maintenance of comparability. Comparability has been maintained in all LEA's.

FY 1977 Objectives

1. Assist parents of Title I children to organize a State Title I Parent Advisory Council which will provide direction to the advisory councils established in each LEA and in each Title I school;
2. Develop an instrument for identifying and disseminating program characteristics which will increase the achievement of Title I children in the basic skills;
3. Develop a self-monitoring instrument which will provide the LEA's with techniques for identifying strengths and weaknesses as a means of improving their Title I programs;
4. Assist the LEA's in utilizing an evaluation design which will yield data which is comparable and uniform; and
5. Assist LEA's in establishing and strengthening individualized programs for Title I children through State meetings, regional meetings, monitoring visits, and staff development.

Migrant Education Programs

Actual Program Performance

1. Intensified the State effort to identify and recruit all migratory children of school age moving to or residing in Maryland by utilizing the services of seven additional recruiters using data gathered from reports from the Migrant Student Record Transfer System and from a recruitment survey conducted by a consulting firm;
2. Performed duties at the State level in connection with eight local ESEA Title I Migrant projects to raise the achievement level of migratory children;
3. Increased the effectiveness of the Migrant Student Record Transfer System by providing opportunities for the terminal operator, backup operator, State staff personnel and local education representatives to attend training sessions in Little Rock, Arkansas;
4. Provided technical assistance in planning and implementing migrant education programs through the services of one Coordinator and three Program Specialists;
5. Conducted the Eighth Annual Migrant Education Institute with major emphasis on effective instructional strategies and materials which are appropriate for the migrant child to provide a means for: an awareness of the multi-ethnic needs of migrant children, improving communication skills with Spanish-speaking migrant children, and developing more competent procedures and strategies to be used in identifying migratory children;
6. Increased interagency cooperation by the appointment of a State Advisory Council which is composed of representatives of various State and local agencies, as well as migrant parents and farmers;
7. Increased the involvement of parents in the migrant program in all local education agencies through advisory council meetings, institutes, parent night, dissemination of materials, and by parent aides in the programs; and

8. Conducted a seminar in Cross-Cultural Communication during the spring of 1976 for approximately 50 migrant staff personnel which focused upon the improvement of each participant's skill in teaching culturally and linguistically different migrant children. The seminar also provided opportunities for staff to more effectively understand and deal with the cultures of migrancy.

FY 1977 Objectives

1. Direct a Migrant Education Program in the State of Maryland which will increase basic skill performance of children of migratory agricultural workers and fishermen;
2. Provide a Regional Migrant Education Service Center to improve the management of the migrant program in Maryland;
3. Develop an evaluation procedure for use in evaluating all projects in Fiscal Year 1978; and
4. Develop and implement a State Plan for Fiscal Year 1978 which will expand the Fiscal Year 1977 State Plan to include a comprehensive needs assessment, statistical data for migrant children and youth residing in Baltimore City, evaluation, and other information as requested by the Federal guidelines and the U.S. Office of Education, Migrant Branch, concerning migrancy and migrant children in Maryland.

H. Elementary and Secondary -- Disadvantaged, Vocational

Actual Program Performance

1. A workshop "Vocational Evaluation in Maryland Public Schools" was conducted to: 1) evaluate the progress made during the first five years of operation, 2) to plan for continued growth and assessment of disadvantaged vocational students, 3) develop an identity for vocational evaluation in the public school program, and 4) to recommend certification requirements for vocational evaluators. As a result: 1) a model for vocational evaluation in the public schools is being developed, 2) a committee is studying certification requirements for vocational evaluators and making recommendations to the Certification Review Board, and 3) a committee is determining research needs of vocational evaluators in public schools;

2. Three LEA's participated in the disadvantaged work study program with Baltimore City receiving the greatest amount of attention. Approximately 325 students participated in the program and were placed in jobs for which they had been trained. The two areas receiving greatest enrollment were Clerical and Building Maintenance and Repair, which accounted for 228, or more than 70 percent of the participating students;
3. Two new vocational evaluation services were put into operation in FY 1976, bringing the total to eight such units. The evaluation provides an individual assessment of a student's vocational potential and is especially helpful for disadvantaged students in making realistic choices; and
4. Two new programs, Dry Cleaning and Pre-vocational Training, were implemented at the Maryland Training School. Also, aides were provided for the Auto Service and Building Trade programs. The Welding program was expanded at the Maryland Training School and the Vocational Evaluation programs at Maryland Children's Center and the Forestry Camps were improved.

FY 1977 Objectives

1. Establish two new vocational programs in Juvenile Services institutions and residences, and expand present vocational programs;
2. Establish four new programs, and expand present vocational programs to serve the employment needs of persons in the Division of Correctional institutions during FY 1977; and
3. Provide resources to at least four LEA's to plan and initiate the support services necessary to meet the identified needs of 400 disadvantaged vocational students during FY 1977. At least two LEA's are to be in areas of high unemployment and high dropout rate.

I. Elementary and Secondary Education -- Vocational-Technical

Actual Program Performance

1. With the assistance of individuals from 25 different agencies, the Maryland State Plan for Vocational-Technical Education was developed. The goal for Vocational-Technical Education was "to provide and continue to expand a comprehensive system of occupational education serving all persons in need of occupational preparation through utilization of all available resources which offer such preparation";
2. In-service training programs for vocational-technical personnel were conducted cooperatively between the University of Maryland and the Division of Vocational-Technical Education. Vocational-technical personnel received training in Business, Agriculture, Distributive Education, Health and Trades and Industrial occupations;
3. An evaluation system was piloted in Carroll County. With this project, three different evaluations have been piloted throughout the State. Results of the pilot evaluation and the ongoing monitoring system will provide basic input for an ongoing evaluation of all vocational-technical programs;
4. In response to local plans, the Division of Vocational-Technical Education has directed its efforts in producing competency-based curricula for all vocational program areas. Maryland joined with a consortium of states to facilitate the development of competency-based curriculum materials;
5. Over 1,000 persons were contracted for industrial training in seven industries. Results were that 934 persons completed training in new or updated skill areas. Also, to assist industries that do not have an established training department, equipment and resource materials have been collected and are available for industrial use; and
6. A curriculum guide entitled "Man, His Consumer Behavior: An Interdisciplinary Approach" was produced and disseminated to local educational agencies.

FY 1977 Objectives

1. Develop the Maryland State Plan for Vocational-Technical Education;
 2. Collect, develop, duplicate and disseminate completed competency-based curriculum materials for vocational-technical programs;
 3. Establish and support development of a State-wide professional personnel, and youth development system;
 4. Develop a comprehensive guidance model for vocational-technical programs;
 5. Establish a system for the development and utilization of educational and community resources in support of vocational and industrial arts education; and
 6. Assure that leadership, citizenship and personnel development activities are available to youth/adults through vocational programs and services.
- J. Elementary and Secondary Education -- Educational Innovation and Support

Actual Program Performance

1. Performed duties at the State level in connection with the third and final year of 13 ESEA Title III projects in the areas of human relations, early childhood education, career education, improved teacher training and certification, special education, and guidance and counseling; and
2. Performed duties at the State level in connection with 13 Title IV, Part C (1) (2) (4) projects in the areas of early childhood education, basic skills, disruptive youth, dropout prevention, career education, health and nutrition, gifted and talented, and special education.

FY 1977 Objectives

1. Implement ESEA Title IV, Part C (1) (2) (4) in the legislative context of P.L. 93-38.
 - (1) supplementary educational centers and services
 - (2) health and nutrition
 - (4) dropout prevention
2. Assist staff in local educational agencies to determine critical educational needs and to develop proposals to provide solutions to these needs.

K. Adult Education -- General Adult Education

Actual Program Performance

1. Evaluated the effectiveness of the Adult Basic Education/Instructional Television teacher-training series within the state and nationally. Fifty colleges and universities in the United States, Canada, Virgin Islands, and Puerto Rico offered the ABE/ITV televisions as a credit course;
2. Updated the State Adult Basic Education Plan to meet current Federal program regulations as determined and approved by the Maryland State Board of Education and the U.S. Commissioner of Education; and
3. Increased by 200 percent the number of workshops, seminars, and conferences designed to improve local administrative competencies in adult education, administration and curriculum development.

FY 1977 Objectives

1. Conduct 12 workshops to improve local staff competencies in the areas of educational media, learning-center programs, adult counseling, bilingual education and reporting. Attainment of objective will be determined by the dissemination of workshop guidelines and the implementation of identified competencies;

2. Increase the total adult student enrollment from 154,085 to 178,422, contingent upon comparable increase in funding. Attainment of objective will be determined by local and state records and appropriation of funds; and
3. Conduct research projects in the areas of the adult learner and adult curriculum development as they relate to Maryland. Attainment of objectives will be determined by the publication of the research findings and the analysis of the findings with implications for improvements in program operation.

L. Adult Education -- General Educational Development (Testing Program)

Actual Program Performance

1. Continued to provide General Educational Development (GED) testing services to qualified Maryland residents as mandated by statute; and
2. Provided GED testing services for all military personnel stationed in Maryland per the request of the United States Department of Defence (DOD).

FY 1977 Objectives

1. Establish high-school diploma-testing services at all military bases in the State, and in other locations as required.

M. Adult Education -- Vocational-Technical

Actual Program Performance

1. By formula and special projects, funds were allocated to LEA's to continue to expand a comprehensive system of occupational education. Specialists in the Division of Vocational-Technical Education worked with and for all LEA's providing leadership, management, and special services to expedite the effective operation of the State occupational education system;
2. The management information system was maintained and expanded to add additional personnel and equipment to address the 16 subsystems. A new form and format was developed for input, processing and output reporting;

3. Specialists in the Division of Vocational-Technical Education worked with each LEA to insure the development of an approved Long Range and Annual Plan for Vocational-Technical Education;
4. Manpower information, current and projected population, and labor-market information was supplied to each LEA to assist in the evaluation of existing programs and the planning for additional occupational programs; and
5. Vocational programs were continued, modified and expanded in the Appalachia region with the aid of Appalachia funds and staff specialists working in the Appalachia area.

FY 1977 Objectives

1. Provide at least two additional vocational programs at the community colleges to serve handicapped adults. Also, plan and initiate in three LEA's special services necessary for at least 50 adults in supplementary vocational education programs;
2. Provide curriculum materials, professional staff and resources to assist apprenticeship related instructional programs. Also, develop a model approach to the annual evaluation of related apprenticeship instructors as required by the State Apprenticeship System;
3. Provide for the development of curriculum materials and training projects relating to Industrial Training; and
4. Maintain, update and disseminate manpower information by occupation based on current population and labor-market information for use in program planning and evaluation.

N. Community Schools

Actual Program Performance

1. Provided consultative service to all school-community centers, as requested.

FY 1977 Objectives

1. Assist local school systems in the development of a plan for community education; and
2. Provide appropriate training for State Community Education Council members to promote and facilitate their efforts.

II. Public Library and Network Programs

Public Library Services

FY 1976 Actual Program Performance

1. Initiated and provided staff assistance to long-range planning studies in four public library systems and the three Regional Library Resource Centers;
2. Initiated and provided staff assistance and Federal funds for the development of Community Information and Referral Services in seven public libraries;
3. Increased public library services to 3,100 additional disadvantaged persons through evaluation of current programs and initiation of three new programs;
4. Provided library services to an additional 432 blind persons through the State Library for the Blind and Physically Handicapped;
5. Analyzed public-library statistical and financial program data for library performance toward reaching standards and recommendations in the Master Plan for the Development of Library Services in the State of Maryland; and
6. Expanded the library resources available through the State Library Network by providing access to collection of Johns Hopkins University, Towson State University, University of Maryland Baltimore County and other major collections.

FY 1977 Objectives

1. Ten public library systems will have developed long-range plans through staff assistance and staff development activities;
2. Fifteen public library systems will be providing additional services for disadvantaged and other persons with special needs;
3. Three Regional Library Resource Centers will have developed implementation plans based on three research and planning studies;

4. The State Library Network will be providing access to and location of information on over 8,000,000 books and journals of the major libraries in the State through production and distribution of the microfilm catalog (Microcat II);
5. Increase Information and Referral Services through assisting 15 public-library systems in planning and evaluation of the program;
6. Public-library legislation will be enacted to revise and improve the financing of library services and the cost of library buildings;
7. Improved library services to blind and physically handicapped students will be provided through the increased resources of the Library for the Physically Handicapped; and
8. An approved plan for State responsibility for funding and policies of the State Library Resource Center will be prepared by the Governor's Commission appointed for this task.

III. Vocational Rehabilitation Programs

A. Placement, Guidance and Case Services

Actual Program Performance

1. Served 37,568 disabled (99% of goal), and rehabilitated 5,839 persons (71% of goal) under the Rehabilitation Act of 1973;
2. Served 2,666 (89% of goal) and rehabilitated 157 persons (62% of goal) under the Beneficiary Rehabilitation Program;
3. Served 1,575 (131% of goal) and rehabilitated 111 persons (87% of goal) under the Supplemental Security Income Program;
4. Served 15,584 (68% of goal) and rehabilitated 2,692 persons (71% of goal) certified as severely disabled; and
5. Served 11,022 (101% of goal) and rehabilitated 1,336 of Public Assistance recipients (65% of goal) disabled.

FY 1977 Objectives

1. To serve 38,530 disabled and rehabilitate 7,150 persons under the Rehabilitation Act of 1973;
2. To serve 2,735 and rehabilitate 250 under the Beneficiary Rehabilitation Program;
3. To serve 1,825 and rehabilitate 150 under the Supplemental Security Income Vocational Rehabilitation Program;
4. To serve 14,550 and rehabilitate 3,400 persons certified as severely disabled; and
5. To serve 10,040 and rehabilitate 1,610 disabled Public Assistance recipients.

B. Disability Determination

Actual Program Performance

1. Adjudicated 27,885 Social Security Disability Determination Title II cases and referred 4,503 cases to Vocational Rehabilitation for services; and

2. Adjudicated 17,903 Supplemental Security Income Disability Determination Title XVI cases and referred 3,296 cases to Vocational Rehabilitation for services.

FY 1977 Objectives

1. To adjudicate 28,000 Security Disability Determination cases and refer 4,950 cases to Vocational Rehabilitation for services; and
2. To adjudicate 17,900 Supplemental Security Income Disability Determination cases and refer 3,310 cases to Vocational Rehabilitation for Services.

C. Maryland Rehabilitation Center

Actual Program Performance

1. Provided services to 1,353 disabled clients, of which 1,079 were new admissions;
2. Achieved an average daily census of 267 clients;
3. Provided evaluation services to 552 clients; and
4. Provided training services to 612 clients.

FY 1977 Objectives

1. To admit 1,150 new clients to the Maryland Rehabilitation Center;
2. To achieve an average daily census of 325 clients;
3. To provide evaluation services to 575 clients; and
4. To provide training services to 575 clients.

IV. General Management

A. Departmental Planning

Actual Program Performance

1. Directed MSDE activities with respect to the State Executive Planning Process; completed an update of MSDE Long-Range Plans to 1982;
2. Coordinated State Board of Education and staff study and planning which lead to the definition of MSDE educational program priorities;
3. Assisted eight local school systems with the design and/or implementation of needs assessment or planning projects of their selection; and
4. Provided opportunity and assistance to MSDE personnel in the continued development and/or refreshing of the knowledge and skills required by their assignments.

FY 1977 Objectives

1. Coordinate planning at all levels to insure the development of comprehensive plans to address identified needs;
2. Assist in the design and provision of group and individualized staff development programs for MSDE and local-school-system personnel consistent with their needs for additional knowledge and new skills;
3. Assist local school systems with the implementation of systematic, comprehensive, planning procedures; and
4. Coordinate or direct as appropriate special MSDE studies and projects related to policy development, issue analysis, and other topics.

B. Fiscal Planning and Distribution of Resources

Actual Program Performance

1. Developed a program budget;
2. Revised Financial Reporting Manual; and
3. Published document - "The Cost of Being Accountable." Published document - "Special Education Program Funding."

FY 1977 Objectives

1. Conduct State Aid Equalization study;
2. Conduct study of budget categories in Section 117 of Article 77; and
3. Develop formula which combines public library current expense and capital expenditure programs.

C. Department Personnel Management

Actual Program Performance

1. Continued solicitation of employment transcripts from local educational agencies for employees eligible for transfer of service credit for sick and annual leave purposes; and
2. Personnel Services Section reorganization to incorporate all Personnel Services of the Department in one operating section.

FY 1977 Objectives

1. Prepare specifications for at least three classifications unique to the State Department of Education; and
2. Conduct a Defensive Driving Course for all authorized drivers of State cars.

D. Staff Services: Publications

Actual Program Performance

1. The Public School Laws of Maryland - new edition;
2. The Directory of Public Education, 1975-76;
3. Annual Report, 106th
4. A Charge to Keep - a history of Division of Vocational Rehabilitation;
5. Maryland Accountability Program Report II
6. New Perspectives for Intergroup Education Volumes I & II; and
7. Maryland Reading Assessment Results - School Year 1975-76.

FY 1977 Objectives

1. Publishing the Cumulative Supplement of the Public School Laws of Maryland - 1976;
2. Annual Report, 107th;
3. Annual Report, 108th;
4. Early Childhood Booklet - Report to the Legislature 1977;
5. The Directory of Public Education, 1976-77;
6. ANOSHA - Manual;
7. COMAR - Spring issue;
8. Media Services - publications;
9. Task Force Disruptive Youth - 4 reports of educational programs, committees; and
10. M.P.S.S.A.A. Booklet 1976.

V. Program Support Services

A. Human Relations

Actual Program Performances

1. Responded and rendered assistance to all local school systems requesting service in the area of staff development;
2. Provided a State-wide forum for educators, parents, community agency representatives, and Board of Education members (SEA and LEA) to exchange ideas regarding resolutions to the disruption-suspension-dropout problem in our schools;
3. Provided evaluative assessment to project review teams monitoring Federally-assisted and State-assisted programs in the area of interpersonal/intergroup relationships impacting on programmatic outcomes; and
4. Developed guidelines to assist LEA's in complying with Title IX of the Education Amendments of 1972.

FY 1977 Objectives

1. Reduce confrontations, tensions, and improve personal and group understanding through (a) decreasing sex discrimination, (b) facilitating multi-ethnic/cultural educational development, (c) assisting LEA staff in efforts to decrease student disruptions, suspensions, and dropouts, and (d) providing technical assistance to other Federally-assisted educational programs;
2. To improve interpersonal/intergroup relations and greater compliance with the Civil Rights Act of 1964 by providing assistance in the preparation, adoption, and implementation of school desegregation activities; and
3. To improve relationships among SEA staff.

B. Field Services

Actual Program Performance

1. Conducted 36 regional meetings, four regional conferences, and the annual State professional leadership conference for administrators, principals, and supervisors;
2. Completed over 250 on-site visits to LEA's in a continuing effort to deliver consultative and liaison services;
3. Served MSDE divisions as consultants, leaders, or participants in over 125 special programs and activities;
4. Chaired 11 specific departmental task forces or committees, and served on 31 other special committees and task forces; and
5. Produced the first State Title IV Annual Program Plan, the annual Bureau Calendar, Report on Disruptive Youth (in cooperation with MASSP), Superintendent's Briefing Book, Ethnic/Cultural Program Report, and reviewed and approved 980 LEA in-service workshop proposals for in-service credit.

FY 1977 Objectives

1. Deliver consultative and liaison services to MSDE divisions and LEA's as requested and required;
2. Organize and conduct the annual MSDE professional leadership conference for school administrators, principals, and supervisors;
3. Review and approve all MSDE and LEA workshops proposed for in-service credit; and
4. Produce the annual Bureau Calendar, Ethnic/Cultural Program Report, annual Merit Award list, and other reports and publications as directed.

C. School/Library Media Services

FY 1976 Actual Program Performance

1. Published and disseminated report, Long Range Planning for Media Technology in Maryland;
2. Established, in cooperation with the Anne Arundel County school system, a State examination center for selection and evaluation of library/media materials;
3. Prepared guidelines and other documents in support of State Board of Education Resolution;
4. Developed plans to assist local educational agencies in meeting the requirements of State Board of Education Resolution;
5. Developed an approved plan for in-service training of library media personnel to meet new state certification requirements; and
6. Participated in the development of Standards for Successful Reading Programs and in staff development programs in reading.

FY 1977 Objectives

1. By August 1977, the school-library media office will have assisted 12 local school systems to complete an approved manual of policies and procedures for the selection of instructional materials which are in accordance with the State Board of Education Resolution and publication Guidelines for the Review and Selection of Textbooks and Instructional Materials;
2. School-library media staff will be given intensive in-service training in the critical priority areas of: reading, selection and use of ethnic and cultural materials, library materials and services for gifted and talented;
3. A pilot program of in-service training to implement the new media certification requirements will have been completed, evaluated and plans made for further in-service training in the ensuing year;

4. The State services offered by the Anne Arundel Materials Examination and Selection Center will be assessed, and planning will be completed to improve access to materials prior to selection;
5. Ten local school systems will have assessed their school-library media needs and developed plans to meet these needs; and
6. The state committee appointed to revise the Criteria for Modern School Media Programs will have completed review and identification of the sections of the document that need revisions.

D. Instructional Television

Actual Program Performance

1. Completed 75 videotaped lessons and revisions of four ITV Reading series;
2. Published copyrighted ITV Teacher Manuals for four Reading series;
3. Designed and produced 35,000 ITV Schedule Books;
4. Aired series scheduled via telecast;
5. Completed 70 "It Happened in Maryland" I and II, aired on all Maryland TV stations;
6. Completed Specials: Film Festival II, School-House Design, Bicentennial Symposium I, II; and
7. Completed three-day workshops in seven LEA's.

FY 1977 Objectives

1. Produce and telecast a series on Environment (15);
2. Produce and telecast a series on Maryland (15);
3. Produce and telecast a series on Water Safety (10);
4. Complete the content on the three series for three teacher manuals distributed for 'pilot' and evaluation;

5. Complete the curriculum design for the production of a teacher in-service series on human racial cultural concerns (30);
6. Design the ITV Schedule Book for print;
7. Telecast 55 series and specials; and
8. Produce approved specials: Film Festival III.

E. Research and Evaluation

Actual Program Performance

1. Prepared, published and disseminated the Maryland Accountability Program Report to the Governor and General Assembly in January, 1977;
2. Operated the Quality Improvement Project, a small grant program to assist LEA's in research-related activities;
3. Provided consultative services to LEA's and MSDE staff in the area of research and evaluation for a society of federally-supported programs and programs funded by the State; and
4. Prepared, published and disseminated three occasional papers in research on current topics.

FY 1977 Objectives

1. Conduct the Assessment of the Process Evaluation Components of the Maryland Accountability Program;
2. Publish and disseminate an issue of Review of Educational Research;
3. Coordinate vocational-education research in Maryland;
4. Provide consultative services to LEA's in the area of research and evaluation in vocational education;
5. Provide internal consultative services to the MSDE in the area of research and evaluation; and
6. Operate the Quality Improvement Project.

F. Information Services

Actual Program Performance

1. Participated with federal and local agencies in surveying and evaluating current MSDE information services and the relative application of resources;
2. Conducted participative planning to improve management of information services including the production of a long-range plan and the ultimate establishment of a data-base system;
3. Assisted the National Center for Education Statistics (NCES) in planning its Common Core of Data programs by participating in an extensive feasibility study;
4. Produced a conceptual planning and development approach to a research-information dissemination program;
5. Processed 107 new and revised forms;
6. Worked with State and local representatives to further automate staff reporting systems;
7. Coordinated the development of 12 new or revised MSDE record retention schedules and one LEA record-retention schedule;
8. Managed the pupil membership, certificated staff, and financial data systems;
9. Collected, developed, prepared, and disseminated statistical releases on enrollment, staff, and finance, including salary schedule information, transportation, and federal programs as near as possible to desired schedules. The Annual Statistical Review, required by Article 77, Public Laws of Maryland, and Facts about Maryland Public Education were also issued;
10. Provided statistical services for recurring and special reports to the State Board of Education, State Superintendent of Schools and other MSDE staff, local school systems, executive and legislative branches of State government, HEW, special groups, and the general public;

11. Reviewed and revised the MSDE financial reporting system in accordance with national Handbook II (Revised) Financial Accounting. This project resulted in the adoption by the State Board of Education of the new Financial Reporting Manual for Maryland Public Schools;
12. Provided management support for the transportation aid program;
13. Prepared reports on graduate plans and graduate follow-up and distributed data to LEA's;
14. Replaced the Department's Honeywell Computer system by installing a remote-batch terminal and using the computer services of the Maryland State Colleges Information Center. This change required major conversion of all applications and corresponding computer programs from the Honeywell to the Univac computer system;
15. Completed the systems development and computer programming required to process data and produce reports for the Maryland Functional Reading Test, part of the State-wide assessment program for the Maryland Accountability Program;
16. Modified existing ADP applications related to the Department budget to conform to the new six-digit Personnel Identification Number implemented by the Department of Personnel; and
17. Modified the automated Vocational Rehabilitation system to conform to the new accounting system implemented by the Office of the Comptroller.

FY 1977 Objectives

1. Continue improvement of management information services, including new provisions for information management, long-range planning, the development of a data-base system, and the development of a program for research-information dissemination;
2. Obtain Departmental adoption of an Annual Data Plan policy and procedure which provides a review role to the LEA's Council for State-wide Planning of Educational Information Systems (CSPEIS);

3. Participate in the initiation of Phase I of National Center for Education Statistics' (NCES) Common Core of Data Program;
4. Continue to review, coordinate, and aid data-collection and management-information systems to reduce the reporting burden on respondents and improve data value to the recipient;
5. Continue to develop MSDE record-management programs;
6. Manage the pupil membership, certificated staff, and financial data systems;
7. Collect, develop, prepare, and disseminate statistical releases on enrollment, staff, and financial, including salary schedule information, transportation, and federal programs. Publish the Annual Statistical Review and Facts about Maryland Public Education;
8. Provide consultant services to the LEA's in the planning, development, and implementation of management information systems and to MSDE on available information services;
9. Provide statistical services for recurring and special reports to the State Board of Education, State Superintendent of Schools and other MSDE staff, local school systems, executive and legislative branches of State government, HEW, special groups, and the general public;
10. Provide management support for the transportation aid program;
11. Conduct the High School Graduate Follow-up Study;
12. Complete the conversion of applications from the Honeywell computer to the Maryland State Colleges Information Center's Univac computer;
13. Reduce the backlog of requests for modifications to existing applications that built up during the conversion; and
14. Begin implementation for MSDE of an automated personnel system design developed by the State colleges.

G. Accreditation of Schools and Programs

Actual Program Performance

1. Evaluated all teacher-education programs (approximately 50) scheduled for revisit during FY 1976; and
2. Determined eligibility for issuance of certificate of approval and/or continuation of certificate of approval for all nonpublic schools in Maryland K through 12 (approximately 400 schools) which were subject to regulation by the Maryland State Department of Education.

FY 1977 Objectives

1. Implement second-round evaluation procedures for all those teacher education programs due for re-examination during FY 1977 by June 30, 1977; and
2. Implement second-round evaluation procedures for all nonpublic educational institutions for the handicapped due for re-examination during FY 1977 by June 30, 1977.

H. Teacher Certification

Actual Program Performance

1. Issued more than 20,000 certificates either as initial, renewal, or APC certificates; and
2. Completed study of needed modification of present record-keeping system to include microfiche backup and adequate security of files.

FY 1977 Objectives

1. Implement an adequate system of security and backup for the 80,000 certification files maintained within the Division by June 30, 1977; and
2. Assist in the development and implementation of new and improved certification requirements for special-education personnel by June 30, 1977.

I. Safety and Transportation

Actual Program Performance

1. Registered a total of 61,000 students for approved courses of driver education in public and nonpublic schools;
2. Completed (and certified) a total of 55,000 students in approved driver-education courses in public and nonpublic schools;
3. Reimbursed for a total of 51,000 eligible students and reimbursed the eligible school systems a total of \$3,315,000;
4. Trained a total of 21 special driver-education laboratory instructors (paraprofessionals) to reduce per-pupil costs and provide quality instruction;
5. Developed two school-bus driver-training packages, "Accident and Emergency Procedures" and "Emergency Driving Techniques;"
6. Developed, organized and presented 11 workshops, seminars, or institutes for 70 school-bus driver-instructors;
7. Conducted on-site reviews of about 725 schools for which requests for exceptional conditions were received. Either approve or disapprove the requests and perform duties related to the appeals of the decisions;
8. Rewrote the pupil transportation reimbursement policies;
9. Evaluated transportation systems for 37 nonpublic day-care centers;
10. Performed duties related to the coordination of a State-wide system of buses for blind and deaf pupils and duties related to analysis of school-bus and state-car accidents;
11. Wrote and published the report of the Task Force to Review the Public School Pupil Transportation Program;
12. Continued work on computerized routing and scheduling in Frederick and Dorchester Counties;

13. Implemented computerized routing and scheduling in Charles and Prince George's Counties;
14. Held workshops with all local school systems on the Maryland Occupational Safety and Health Act;
15. Implemented the traffic Safety Instructional System curriculum program into 20 counties. A total of 10,000 teachers have received a copy of the Safety Instructional System materials through orientation workshops. A total of 40,000 students have received the Bike Basics bicycle safety booklet;
16. Developed content outlines and scripts for ten 15-minute instructional television programs on water and boat safety aimed at the fourth through the sixth grades;
17. Developed film and video for four of the instructional television programs;
18. Produced a bicycle safety program consisting of approximately 2,000 slides. Preliminary pilot testing was conducted in 10 different schools ranging from junior high schools to colleges and parent groups;
19. Conducted 26 PTA, Boy Scout, and school programs on various aspects of safety;
20. Conducted six bicycle/pedestrian safety studies at the request of the local school systems; and
21. Analyzed bicycle accident data from 1974 for a profile of the accidents which occurred, i.e. age, type intersection, etc.

FY 1977 Objectives

1. To train 20 additional special driver-education laboratory instructors (paraprofessionals) in order to reduce per-pupil costs and provide quality instruction;
2. To provide the instructional program to 55,000 students;
3. To monitor and provide 3.3 million dollars in reimbursement funds to local school systems and nonpublic schools for driver education;

4. To initially assess the cost-effectiveness impact of driver education;
5. To develop two additional audio-visual school-bus driver-training programs;
6. To develop, organize, and present six workshops, seminars, or institutes for approximately 66 school-bus driver-instructors, including nonpublic schools;
7. To supervise and evaluate the effectiveness of 40 school-bus driver-instructors;
8. To conduct on-site reviews of about 72 additional new schools or schools affected by new regulations;
9. To develop and publish a Maryland State School Bus Driver Handbook;
10. To rewrite the pupil transportation policies;
11. To implement the computerized routing and scheduling programs in Frederick and Dorchester Counties;
12. To begin to evaluate the computerized routing and scheduling programs in Frederick, Dorchester, Charles, and Prince George's Counties;
13. To conduct a study of pupil transportation in Baltimore City;
14. To develop standards for the transportation of handicapped and pre-kindergarten students;
15. To develop a pupil transportation guidelines manual;
16. To develop school-bus specifications;
17. To conduct a study of State purchase of school buses, school-bus insurance, and physical examinations for school-bus drivers;
18. To implement a Health and Safety Resource Guide to assist in compliance with the Maryland Occupational Safety and Health Act;
19. To complete ten instructional-television program-content scripts and filming for broadcast on the water and boat safety program;

20. To implement the Safety Instructional System in four remaining counties;
21. To develop a water and boat safety education curriculum for grades four through six;
22. To develop pilot test for the revised bicycle safety program in ten additional schools and to do final editing and revisions;
23. To conduct five pilot-testing programs for the water and boat safety series;
24. To provide assistance to local school systems with traffic problems as they arise and as the assistance is requested;
25. To finalize guidelines for the use of the bicycle in the school curriculum;
26. To provide instructional materials to 50,000 students; and
27. To analyze 2,000 bicycle accidents to obtain data for a federal bicycle safety project.

J. Food and Nutrition Programs

Actual Program Performance

1. Increased participation in the following programs:

<u>Program</u>	<u>Number Children Reached Daily</u>	
	<u>1975</u>	<u>1976</u>
School Lunch (Type A)	347,569	355,688
School Breakfast	16,818	19,493
Child Care (year around)	6,563	6,296
Summer Feeding	24,577	45,764
Elderly - Title VII	874	5,400
Regular Program	-	50

2. Increased the number of food-services programs by 27 additional nonpublic schools and institutions which previously did not have a program;
3. Expanded the Health Education Workshop on Nutrition to teachers in middle and junior high schools. This workshop was on a State-wide basis with 70 participants which included teachers, nutritionists, food service supervisors and other liaison personnel from 22 school systems; and
4. State legislation amended Article 77, Section 126, Annotated Code of Maryland, to require a reduced-price lunch program in all public schools and to reimburse the local school systems for the difference between the costs and all available reimbursements and other funds, including the amounts paid by children. Federal legislation made the breakfast program a permanent one and included institutions as schools.

FY 1977 Objectives

1. Expanded the service of nutritious meals at a low price, at a reduced price or without charge to children, regardless of race, color, sex or national origin, in public and nonpublic schools and institutions, child care centers, family day care homes and in centers for children in migrant and summer recreational programs;

2. Participation in these programs is projected to be as follows:

<u>Program</u>	<u>1977</u>
School Lunch	382,500
School Breakfast	22,546
Child Care (Year-round)	6,425
Summer Feeding	60,000
Family Day Care	2,520
Elderly Title VII	5,940
Regular Program	100

3. Expanded food service for the elderly by working cooperatively with other agencies and local school systems;
4. Expanded the existing operation of the Food Distribution Program to include institutions;
5. Promoted federal and State legislation to support food-service programs. Improved the management of food services and quality and variety of meal service through in-service training programs and certification of food service personnel;
6. Provided a program of information and education in the area of nutrition for children and adults; During fiscal year 1977, it is projected that approximately 300 teachers and other interested nutritionists and food-service supervisors will be reached through regional State-wide Health Education Workshops in Nutrition. In addition, it is anticipated that approximately 100 adults will be reached through Adult Education classes in nutrition;
7. Improved the financial management of the food-services program through the State food-services accounting system, training programs, written communications, audits and an Automated Data Processing System. Improved the administration, management, and nutritional adequacy of food services through the supervisory assistance program.

CHAPTER 3 THE ACCOUNTABILITY ASSESSMENT INFORMATION

Introduction

In the spring of 1976, some 58,191 third-graders, 64,247 fifth-graders, 66,468 seventh-graders, and 63,912 ninth-graders took ten subtests of the Iowa Tests of Basic Skills, and the non-verbal portion of the Cognitive Abilities Test. This testing produced nearly three million individual scores for well over a quarter of a million Maryland schoolchildren. First compiled at the school level, these scores gave rise to 24,111 school averages; further compilation over all schools within a Local Education Agency boiled these down to 1,056 LEA averages, and the final analysis produced the 44 State-level average scores. Along with a number of additional statistics, these school, LEA, and State average scores are the ones which fill the tables of this chapter of the Accountability Assessment Report.

The administration of the tests, the collection of the scores, and the computation of the many statistics were rather straightforward operations, if somewhat laborious. Not so straightforward is the interpretation of all these numbers. When the results are looked at in isolation from all other information, they give us a picture of the comparative performance of the schools and school systems of Maryland. The test scores alone do not tell us why the schools performed as they did. For this reason, the individual State and LEA reports all begin with a narrative which sets the stage, or framework, within which the statistical information has to be viewed. This narrative is followed by a statistical profile of community and public-school resources (Table 1). Then, the system-level average achievement scores are presented, along with additional statistics, for the 11 subtests administered (Table 2), followed by a comparison with the results of previous years on five of the more important skill areas (Table 2A). Finally, the

school-level data appear, with school resources profiled in Table 3 and the school achievement averages on the five major subtests presented in Table 4.

It is obvious that much of the school-to-school fluctuation among the averages in the four subtests of Vocabulary, Reading Comprehension, Language Total, and Mathematics would be caused by fluctuations in the Standard Age Score averages for these schools, since this Standard Age Score is a measure of the student's ability level. For this reason, Table 4 displays, in addition to a school's actually obtained average grade equivalent scores in the four skill areas, those averages which could be reasonably expected for that school on the basis of its average Standard Age Score. These expected averages are listed in the column headed "Maryland Norm." For a detailed description of the regression analysis which was used to compute these Maryland Norms for each school, see Appendix F.

Facts and Figures About Effort

During the 1975-76 school year, public education was the primary activity of nearly 100,000 persons in the State of Maryland. This figure includes the 880,900 pupils enrolled in our primary and secondary schools, together with their 76,556 teachers, supervisors, principals, superintendents, and other staff members. This means that in a state with 4,000,000 people, nearly one out of every four persons was directly involved in the educational process, not counting the parents, whose concern with their children's education can hardly be termed as one of noninvolvement.

Table 1 displays some of the community, school, and financial characteristics which together form an overall impression of the third accountability year's effort. It is both interesting and instructive to look at these figures in relation to the same

figures for the two previous accountability years. Their simultaneous display appears below for the school and financial characteristics. Little or no change in the community characteristics can be reported.

Comparison of School and Financial Characteristics for the Three Accountability School Years 1973-74, 1974-75, 1975-76

SCHOOL CHARACTERISTICS	'73-'74	'74-'75	'75-'76
Total enrollment	911,097	894,314	880,900
Average teacher salary	\$11,164	\$12,352	\$13,363
Average administrator salary	\$19,079	\$20,837	\$22,171
Average years' teaching experience	9.7	9.9	10.2
Average years' administrative experience	20.1	20.2	20.3
Percent staff master's degree or above	24.5	26.6	28.8
School-level pupil/staff ratio	19.6	18.8	18.4
Percent daily attendance	92.3	92.0	92.2
FINANCIAL CHARACTERISTICS			
Total cost per pupil	\$996	\$1,084	\$1,263
Per pupil instructional cost	\$742	\$799	\$912
Percent instructional cost	74.7%	73.7%	72.2%
Per pupil administrative cost	\$27	\$29	\$37
Percent administrative cost	2.7%	2.6%	3.0%
Per pupil personnel services cost	\$10	\$11	\$12
Percent personnel services cost	1.0%	1.0%	1.0%
Per pupil ancillary cost	\$217	\$245	\$302
Percent ancillary cost	21.6%	22.7%	23.8%

From this tabulation, a number of interesting and encouraging trends may be identified:

1. The steady decline in total enrollments reflects the decrease in birthrates which began after the baby boom of the 1950's.

2. Teacher and administrator salaries have kept pace with the general rate of inflation.
3. Teacher and administrator qualifications have steadily improved in terms of experience and professional education.
4. The pupil/staff ratio has seen a consistent decline toward the optimally effective ratio.
5. The percent daily attendance, over the three accountability years, shows acceptable levels of stability.
6. Total per-pupil costs have not risen beyond what could be expected on the basis of inflation alone.
7. However, percent allocation of per-pupil costs to instruction per se has declined marginally, primarily because of the increase of the percent allocation to ancillary services, which include transportation, food services, teacher benefits, health services, and the like.

How does Maryland compare to other states in the Union? Each year, the National Center for Education Statistics (NCES), in the Education Division of the U.S. Department of Health, Education, and Welfare, publishes its Digest of Education Statistics. According to the most recent (1975) edition of this publication, Maryland compares to other states on some of its school and financial characteristics as follows:

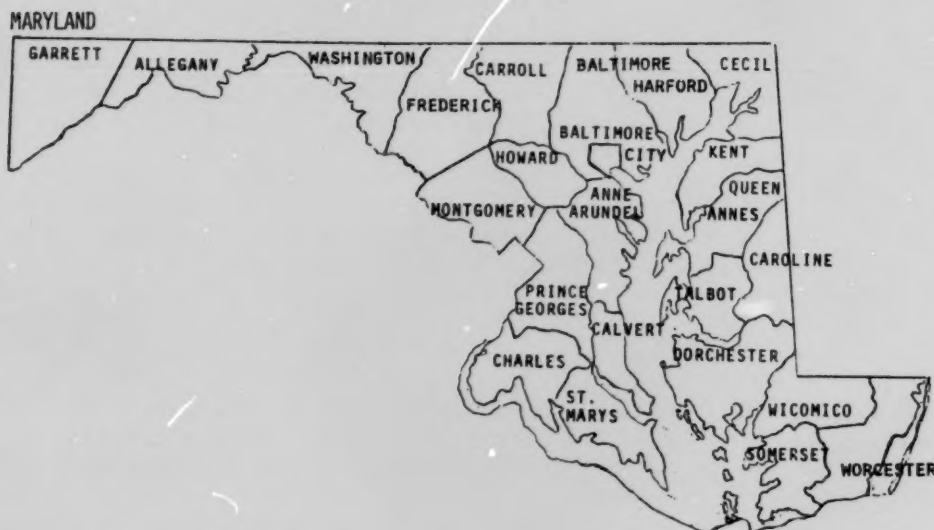
1. The median number of school years completed by Maryland persons 25 years or over is exactly that of the United States as a whole: 12.1 years. (Census data, 1970)
2. However, the percent of persons in Maryland which extend their education beyond college is the second highest in the Nation (6.6%) after the District of Columbia (9.7%). (1970 Census)
3. Illiteracy in Maryland (1.9%) is well below that of the U.S. (2.4%), according to the U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-23, No. 8.

4. Measured in percent of per capita income (7.5%), Maryland spends slightly more than the U.S. (7.3%) on the education of its youth. (Source: Survey of Current Business, 1974)
5. The average daily attendance in Maryland, as a percent of the average daily enrollment (92.2%), is slightly below that of the U.S. (93.0%); but Maryland's average length of term in school days (180) is longer than for the country (178.7).
6. The average annual salary of Maryland's instructional staff (\$13,282) compares favorably with that of the U.S. (\$12,070).

In general, nothing about Maryland's school and/or educational finance characteristics, in comparison with the U.S. as a whole, gives cause for alarm or discouragement. To the contrary, in most of these characteristics Maryland takes a strong and healthy position among its sister states.

3.1 STATE LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

State of Maryland



State-Level Test Results

By grade-level, Table 2 shows the state-level average grade equivalent scores on the ten subtests of the Iowa Tests of Basic Skills, together with the average Standard Age Scores, obtained from the nonverbal portion of the Cognitive Abilities Test. Because these average grade-equivalent scores were computed from student-level data, the difficulty of interpretation is eased somewhat, if they are thought of as descriptive of the "average" Maryland student, although such an actual person does not, of course, exist. There can be no question that the test results are more difficult to interpret than the figures on school and financial characteristics of the previous section. The reason is that dollars are dollars, and need only be counted. Similarly, students and teachers of various categories, need only be identified and counted. The test results, however, represent a higher level of measurement on the students' achievement attributes and are more subject to error or varying points of view on what the students were supposed to have learned. Yet, the large question remains: Are the observed average grade equivalents good, bad, or indifferent?

An obvious approach to finding the answer to this question is a comparison with the "National Norms." Such a comparison is not as simple as was apparently supposed by a reporter recently who inquired "Why is Maryland below the National Norm"? Many people understand the term "National Norm" to be a scoring level which would be "normal" or "expected" for an average student at a particular grade level. But no such meaning is implied in the official use of this term by those who established the norms, nor by those who make professional reference to them. The facts of the matter are these: Between October 12 and November 13, 1970, the publishers of the Iowa Tests of Basic Skills administered their test battery to a large sample of students from all over the United States. This sample, referred to as the National Norm Sample, was selected in such a way as to represent a cross section of the elementary schoolchildren in the Nation. The tests were scored and the results statistically treated so that a particular test score could be expressed as a grade equivalent. For example, the average grade equivalent obtained by third-graders in the National Norm Sample was 3.7 on all subtests. Thus, when we notice that the average Maryland third-grade student scored 3.66 on the Vocabulary and 4.24 on the Spelling subtests, it is correct to say that the average Maryland third-grader scored slightly lower in Vocabulary and substantially higher in Spelling than the average third-grader in that 1970 sample. But it is an entirely different matter to say how either of these scores compare to what would be "normal" or "expected" for that Maryland third-grader.

At this juncture, a number of important factors begin to play a role. First, the kind of classroom experiences, curriculum exposure, learning activities, teacher emphasis on certain skills, and environmental expectations begin to differentiate between the "normality or expectancy" of the Maryland and National Norm Sample student; then the personal ability levels, home backgrounds, aptitudes, and interests set the two still further apart; and last, but not least, there is the problem of National trends in test scores. It is well known that in the last decade the scores on standardized tests have dropped off across the Nation. This means that comparing the 1976 Maryland Accountability Assessment results to National Norms is really a matter of comparing how our students performed on a particular test this year with a sample of students who took this test some six years ago. We do not say that any such comparison of Maryland averages with the National Norms is meaningless. The above remarks were intended to caution against an overinterpretation of the data; not to recommend throwing them away. In spite of the many enthusiastic suggestions from some quarters to do just that, there is much to be gained from a thoughtful inspection of the test results.

Most importantly, a consideration of the knowledge, understanding, and skills subsumed by the test items would hardly cause a parent or teacher to be indifferent as to whether or not their

children had gained any proficiency in them. The old euphemism that we "don't want to teach to a test" is a poor excuse indeed for failing to provide the kind of education which will help our children acquire such basic skills as are essential to their social and intellectual development. When a particular test samples these basic skills, as the Iowa Tests of Basic Skills certainly does, then teaching our children these skills is the issue, and "teaching to the test" becomes merely a distracting platitude. The scores our children obtain on the tests can be very useful indeed, as barometric indicators of how well we are succeeding. But they cannot be used to determine if a child is "normal," "meeting expectations," or even "up to par."

With respect to an individual student, the way that student scores on the ITBS can, when looked at in conjunction with much additional information on that student, provide some diagnostic insight into the student's learning difficulties. At least the publishers claim this, and many successful educators agree with them. However, any such diagnostic informational content is lost once we start collecting large numbers of test scores and compute averages. Since the Maryland Accountability Report deals only with such averages, and those for very large numbers of students, it should be clearly understood that the data can function only as indicative of achievement levels, and not as diagnostic indicators of differential school effectiveness. Only a carefully-designed process evaluation can hope to achieve this to some extent (see Chapter 5).

With all these precautions in mind against both a stringent overinterpretation and an unwarranted ignoring of the data, what does Table 2 tell us about the basic skills achievement of the "average" Maryland student? Below are some pertinent observations, by grade-level, which together comprise a partial answer to this question.

1. The average third-grader in Maryland scored the same, or better, on all subtests, as did the average third-grader in the 1970 Norm Sample. When Maryland's grade equivalents are rounded off to the same one decimal place in which the Norm Sample data are published, they are seen to be the Norm average of 3.7 in Vocabulary, Reading Comprehension, Mathematical Concepts, Mathematics Problems, and Mathematics Total. In the language subskills of Spelling (GE = 4.2), Capitalization (GE = 4.1), Punctuation (GE = 4.2), and Language Usage (GE = 3.9), the Maryland third-grader scored well ahead of the Norm average of 3.7, culminating in a Language Total of GE = 4.1, which falls

in the top 25 percent of the Norm Sample. When viewed in the light of an average Standard Age Score of 101.5, as compared to the Norm Sample's average of 100, these results are most encouraging.

2. The average fifth-grader in Maryland scored pretty much the same on the language skills subtests as did the average fifth-grader in the 1970 Norm Sample (GE = 5.7). Only in Language Usage a slight depression is seen for Maryland (GE = 5.5), as compared to the Norm Sample's GE = 5.7; however, this depression was not large enough to prevent the Maryland average fifth-grader from obtaining the GE = 5.6 in Language Total, which is also the Norm Sample's fifth-grade average. In Mathematics, the story is the same. Maryland's average fifth-grade GE in Mathematics Concepts is the Norm Sample's average of 5.7, with Mathematics Problems lagging slightly (GE = 5.4 vs 5.7), but not so much as to prevent an achievement of the Norm Sample's average of 5.6 in Mathematics Total. For Vocabulary (GE = 5.3) and Reading Comprehension (GE = 5.3) the results are somewhat different. Both of these are slightly short of the 5.7 average in the Norm Sample.
3. The average seventh-grader in Maryland scored uniformly below the average seventh-grader in the 1970 Norm Sample. The differences range from the largest in Reading Comprehension (.8 of a grade equivalent) to the smallest (.4 of a grade equivalent) in Mathematical Concepts.
4. The average ninth-grader in Maryland also scored uniformly below the average ninth-grader in the 1970 Norm Sample. Here, the differences range from the largest in Language Usage (one grade equivalent) to the smallest (.8 of a grade equivalent) in Mathematical Problems.

In general terms, it may be summarized from the above observations that Maryland's third- and fifth-graders scored better, or right along with their 1970 Norm Sample counterparts; the Maryland seventh- and ninth-graders, however, fell short of the seventh- and ninth-grade averages in the Norm Sample. To judge the good, bad, or indifference of these results, two important points should be considered in addition to the cautions already set forth previously:

1. The standard deviations shown in Table 2 are UNIFORMLY and CONSISTENTLY larger than those for the National Norm Sample, in all subtests, for every grade level. Since the standard deviation is a measure of variability, or dispersion, among the scores, this relationship indicates that the National Sample was a more homogeneously performing group of students than the Maryland students, taken as a group. This information constitutes an important clue as to possible differences in the composition of the two groups. Since no accurate and complete socio-demographic data are available for a careful comparative study, such possible differences can only be surmised. However, it is known that the percentages of students in large inner-city schools and those coming from lower socio-economic backgrounds are larger in the Maryland school population of today than they were in the National Norm Sample.
2. If any systematic deviation exists in Maryland's curricular emphasis from that which characterized the learning experiences of the 1970 Norm Sample students, such a deviation would at once have an accumulative effect, producing larger score differences at the higher grade levels.

Pursuant to these two observations, it is instructive to extend the comparison of Maryland's test results with those of the 1970 Norm Sample beyond their averages. For four of the major subtests, this extension is done in the table on the next page. If Maryland's distribution of scores had been identical to that of the Norm Sample, the entries of every row in this table would have been 16 percent, 68 percent, and 16 percent, for the three columns respectively. The extent that these percentages "migrated" to the left or right, they function as indicators of how the Maryland students score below or above the Norm Sample. From this table, the superior performance of Maryland's third-graders is at once apparent. At the same time, it is also apparent that the performance of the seventh- and ninth-graders is not nearly as depressing as an inspection and comparison of their averages alone might indicate. Obviously, the vast majority of our "middle schoolers" perform well within a range, or even beyond, where the majority of the National Sample students scored. The statistical indications are strong that the lowering of averages was caused by a plurality of very low-scoring students in Maryland (at the seventh- and fifth-grade levels) as compared with the Norm Sample. However, it is immediately necessary to refrain from typing these lower-scoring students as "culprits." Quite to the contrary, there is evidence of performance beyond

expectation, especially for these students. The evidence is this: in the course of preparing for the all-important Process Evaluation mentioned in Chapter 5, a careful analysis was performed of the test results over all three years of the Accountability Program. This analysis took into account the ability levels of the students in assessing their test performance. As it turned out, large numbers of schools populated with low-scoring students nevertheless were shown to have succeeded in helping their students acquire basic skill levels well beyond their expectation. Such schools deserve a royal commendation for their diligent efforts, and are no doubt responsible for the bottoming-out of the downward trend in achievement.

This leveling-off, and probable first step toward resurgence, is evidenced in Table 2A which displays the Maryland data for the four major subtests over the three Accountability Assessment years. A discussion of this trend follows that table in question-and-answer format.

Comparison of Maryland Achievement to National Norms on Four
ITBS Subtests

	Percent of Maryland Students Scoring		
	1 SD below Norm	Norm + 1 SD	Above Norm + 1 SD
VOCABULARY			
Grade 3	19%	63%	18%
Grade 5	26%	61%	13%
Grade 7	31%	60%	9%
Grade 9	31%	60%	9%
READING COMP			
Grade 3	18%	63%	19%
Grade 5	25%	63%	12%
Grade 7	31%	61%	8%
Grade 9	31%	60%	9%
LANGUAGE TOTAL			
Grade 3	12%	56%	32%
Grade 5	17%	65%	18%
Grade 7	25%	64%	11%
Grade 9	27%	63%	10%
MATH TOTAL			
Grade 3	20%	59%	21%
Grade 5	22%	59%	19%
Grade 7	27%	60%	13%
Grade 9	30%	59%	11%

TABLE 1. STATE LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
4,089,000	\$13,474	11.24

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
880,900	\$13,363	\$22,171	10.2	20.3

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
28.8%	18.4	92.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,262.80	\$911.84	72.2%	\$37.39

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	\$12.06	1.0%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

STATE OF MARYLAND

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	61,721	94.28	879	101.5	16.64	3.66	1.15
	5	67,571	95.08	861	102.9	16.47	5.30	1.61
	7	75,105	88.50	240	102.7	16.71	6.88	1.96
	9	73,657	86.77	221	104.5	17.11	8.48	2.12
(2) READING COMPRE- HENSION (ITBS)	3	61,721	94.14	879	101.5	16.64	3.73	1.28
	5	67,571	95.03	861	102.9	16.47	5.33	1.54
	7	75,105	88.61	240	102.7	16.71	6.87	1.82
	9	73,657	86.72	221	104.5	17.11	8.41	2.03
(3) SPELLING (ITBS)	3	61,721	94.12	879	101.5	16.64	4.24	1.38
	5	67,571	94.92	861	102.9	16.47	5.66	1.81
	7	75,105	87.92	240	102.7	16.71	7.04	2.16
	9	73,657	86.16	221	104.5	17.11	8.45	2.35
(4) CAPITAL- IZATION (ITBS)	3	61,721	94.12	879	101.5	16.64	4.10	1.36
	5	67,571	94.91	861	102.9	16.47	5.71	1.75
	7	75,105	87.94	240	102.7	16.71	7.14	2.16
	9	73,657	86.12	221	104.5	17.11	8.63	2.36
(5) PUNCTUATION (ITBS)	3	61,721	94.09	879	101.5	16.64	4.23	1.47
	5	67,571	94.88	861	102.9	16.47	5.65	1.69
	7	75,105	87.88	240	102.7	16.71	6.96	2.12
	9	73,657	86.03	221	104.5	17.11	8.43	2.31

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	61,721	94.03	879	101.5	16.64	3.91	1.39
	5	67,571	94.84	861	102.9	16.47	5.48	1.75
	7	75,105	87.99	240	102.7	16.71	7.00	2.13
	9	73,657	86.06	221	104.5	17.11	8.35	2.36
(7) LANGUAGE TOTAL (ITBS)	3	61,721	93.62	879	101.5	16.64	4.13	1.24
	5	67,571	94.58	861	102.9	16.47	5.64	1.55
	7	75,105	87.32	240	102.7	16.71	7.06	1.90
	9	73,657	84.90	221	104.5	17.11	8.49	2.09
(8) MATHEMATICAL CONCEPTS (ITBS)	3	61,721	94.29	879	101.5	16.64	3.72	1.04
	5	67,571	94.21	861	102.9	16.47	5.65	1.53
	7	75,105	88.14	240	102.7	16.71	7.29	1.80
	9	73,657	86.45	221	104.5	17.11	8.72	2.02
(9) MATHEMATICAL PROBLEMS (ITBS)	3	61,721	94.23	879	101.5	16.64	3.67	1.11
	5	67,571	94.17	861	102.9	16.47	5.42	1.39
	7	75,105	88.09	240	102.7	16.71	6.99	1.75
	9	73,657	86.37	221	104.5	17.11	8.47	2.01
(10) MATHEMATICAL TOTAL (ITBS)	3	61,721	94.17	879	101.5	16.64	3.71	1.02
	5	67,571	94.14	861	102.9	16.47	5.55	1.38
	7	75,105	87.91	240	102.7	16.71	7.16	1.68
	9	73,657	86.03	221	104.5	17.11	8.62	1.91

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

STATE OF MARYLAND

TABLE 2A. STATE LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	99.6	100.5	101.5
	5	100.8	101.5	102.9
	7	101.1	101.4	102.7
	9	102.2	102.1	104.5
VOCABULARY (ITBS)	3	3.52	3.56	3.66
	5	5.25	5.25	5.30
	7	6.91	6.85	6.88
	9	8.60	8.48	8.46
READING COMPREHENSION (ITBS)	3	3.57	3.63	3.73
	5	5.31	5.29	5.33
	7	6.93	6.87	6.87
	9	8.42	8.42	8.41
LANGUAGE TOTAL (ITBS)	3	3.92	4.01	4.13
	5	5.50	5.53	5.64
	7	7.05	6.98	7.06
	9	8.52	8.46	8.49
MATHEMATICAL TOTAL (ITBS)	3	3.61	3.63	3.71
	5	5.53	5.50	5.55
	7	7.23	7.12	7.16
	9	8.72	8.60	8.62

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

DISCUSSION OF TABLE 2A
STATE LEVEL DATA

With three years of test results displayed side by side in Table 2A, some questions on trend naturally arise. Many conservative, pure statisticians would no doubt prefer to be noncommittal on the grounds that the differences are too small over too few years to permit an identification of clear trends. However, if appropriate safeguards are taken against over-interpretation of the data, some questions can be answered tentatively about what is happening to the performance levels of Maryland's students.

- Q. Are the observed differences in average grade equivalents "real"? (e.g., did the average third-grader in Maryland really score higher in Year I than in Year II and higher in Year III than in Year II?)
- A. Yes. The problem of "real differences" in average grade equivalents is one of sampling error. But with the number of students tested ranging from 85 per cent to 97 per cent of all students in Maryland, the sampling error is so small that nearly all observed differences are statistically significant and reflect "real" changes in the average grade equivalents.
- Q. Does this mean that wherever we see ups or downs from year to year our students, at fixed grade levels, are getting better or worse in the basic skills being tested?
- A. Not necessarily. The extent to which average grade equivalents reflect true performance levels has to do with the standard error of the test. As it turned out, this works in favor of an encouraging trend in Table 2A. The largest observed drop* is only 19 per cent of a standard error. Few responsible educators would interpret this as being anything other than a shift caused by measurement error. But the largest observed increase+ is nearly (91 per cent) a full standard error, which represents an educationally significant improvement.

* A drop of .12 GE, ninth grade Vocabulary, from Year I to Year II. The standard error of the vocabulary subtest is .64 GE for the ninth grade.

+ An increase of .21 GE, third grade Language Total, from Year I to Year III. The standard error of the language total subtest is .23 GE for the third grade.

Q. In view of such complicated issues, can anything be said about the trend in Maryland which makes common sense?

A. Yes. In the tabulation following, all grade equivalents have been translated into National Norm percentile ranks, as descriptions of "Maryland's average student."

	Year I	Year II	Year III
Third Grade			
Vocabulary	45	45	48
Reading Comp	46	48	50
Language Total	57	59	63
Math Total	49	50	52
Fifth Grade			
Vocabulary	39	39	40
Reading Comp	39	39	40
Language Total	47	48	50
Math Total	48	47	48
Seventh Grade			
Vocabulary	34	33	34
Reading Comp	36	36	36
Language Total	41	40	41
Math Total	42	39	40
Ninth Grade			
Vocabulary	36	34	34
Reading Comp	35	35	35
Language Total	39	39	39
Math Total	38	36	36

From an inspection of these percentile ranks, the following statements can be made with some confidence:

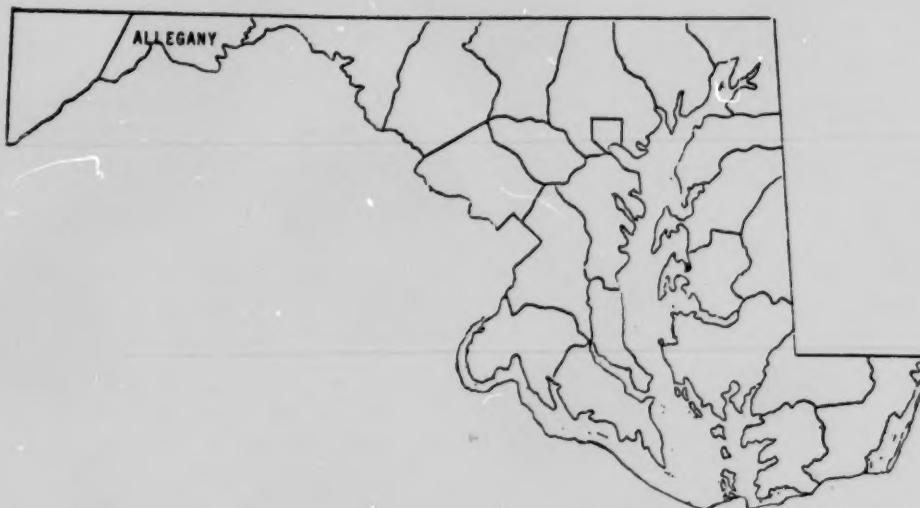
1. The third grade shows a steady year to year improvement in all subtests.
2. No steady decline is observed in any grade on any subtest.
3. Wherever there was a drop from Year I to Year II, a regain was made or the line was held in Year III.

4. Whereas the third grade has come to reside solidly within the center of the National Norm Sample, the higher grades still have a long way to go toward this position. This is particularly true of the ninth grade.

Of course, whether the observed improvements will be steadily continued or not, cannot be predicted from the data. Nor is it possible to say if the pattern of gain after loss represents an initial faltering, followed by steady improvement, or whether this is the beginning of a zig zag pattern.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Allegany County



Philosophy

The Allegany County school system has always maintained a priority commitment to the development of learning programs designed to meet the varying ability levels, needs, and interests of the students we serve. Additionally, we are completely aware that evaluation is an integral part of curriculum design, and that the evaluation processes function not only to assess student achievement, but also to identify the effectiveness of the programs of instruction.

Systematic Approach

The Maryland Accountability Program has been supportive in developing a systematic approach to instructional improvement. We have found the MAP supportive in our development process in the following ways:

- Review of Allegany County instructional goals and objectives for the basic skills in reading, mathematics, and writing in order to identify the expectancies of the state testing program that correspond to our local expectancies;

- Utilization of test-score-item analysis to help schools identify possible program strengths and weaknesses which in turn make it possible to analyze school programs with respect to the county curriculum; and
- An ongoing study of accumulated test data to identify schools that have developed promising instructional practices, to analyze these instructional practices, and to utilize this information in the improvement of instructional programs throughout the county.

Interpretation and Presentation

Test results were reported at a public meeting of the Board of Education of Allegany County and disseminated to representatives of the local radio stations and newspapers.

Individual student results were reported during parent-conference time in which 97% of the parents at the elementary level participated. At the secondary level, student, school, and county results were sent home with a letter of explanation. Parent conferences for interpretation of the results were encouraged. MAP and test results were topical presentations to numerous Parent-Teacher Association meetings during the school year. Public and professional reaction to test results was positive.

An analysis of the 1975-76 MAP test-score data seems to indicate that the students in Allegany County maintain average GE scores slightly above state levels. A review of the relationship of local achievement scores to Maryland norms, by skill areas, indicates that a number of school programs need to be studied because of the significant differences shown in the statistically controlled printout analysis. The vast majority of the starred (*) differences are positive.

Local Assessment

Allegany County testing efforts have been incorporated as an extension of the Maryland Accountability Assessment Program. The ITBS and the MBSRMT scores are used as first indicators of marked deficiencies in the ninth grade in conjunction with the Metropolitan Achievement Test in mathematics; while the Gates-MacGinitie Reading Survey Test and the Sanford Diagnostic Reading Test are used in reading. Teachers of English are involved in a study of evaluation procedures aimed at emphasizing the mastery of some writing skills not measured by the ITBS. Selected schools participated in a pilot project of a special reading program under Title IV-C.

Program Modification

Efforts have been made to modify and improve the instructional programs in reading, mathematics, and writing in Allegany County. Modification and improvement have occurred in varied ways in the basic skills program. Instructional objectives at the school level are being reviewed and modified. A program orientation concerning standards for a successful reading program will be completed. A functional reading program has been introduced in all schools. The ITV reading series has been utilized through the county. Results of the special reading project under Title IV-C will be disseminated to other schools. System-wide in-service programs in developing writing skills have been conducted in the elementary and the secondary schools. Mathematics in-service programs have been held in various schools, K-12, using ITBS test results and item analysis. Work continued on the development of a continuous program of mathematics, K-12.

Unmet Needs

Many of the unmet needs encountered with respect to the MAP are fiscal by nature. The need for additional staff to provide for remediation and for a program for the talented is one example. A need exists for a staff member who would be responsible for research analysis and coordination of the program of evaluation. Additional monies are needed to provide for an ongoing program of in-service in the skill areas and to provide for continued program modification and implementation. Funding is needed, not only to make additional testing possible, but to develop methods for measuring all objectives of the instructional program, both those which are affective and cognitive by nature in all areas of the curriculum.

Comments

The Accountability Program was imposed upon the LEA's with little or no state financial support. In many instances, LEA opinions are sought after decisions are made. Efforts to coordinate the MAP with LEA recommendations and advisement should be made. An apparent need exists for a more coordinated effort to develop an accountability process that is an integral part of the instructional program design.

The professional educators of Allegany County believe that public education is one of society's most important institutions, and that it is imperative that we assume the responsibility for evaluating and assessing all learning programs and educational processes. They feel that continued communication with all segments of the public is paramount.

ALLEGANY COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
83,700	\$9,036	13.3

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.6	11.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
15,993	\$12,806	\$18,680	12.1	21.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
38.8%	18.9	96.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,117.34	\$779.46	69.8%	\$23.65

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.1%	\$7.43	1.0%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

ALLEGANY COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
SKILL AREAS	GRADE	NUMBER OF STUDENTS ENROLLED	PERCENT OF STUDENTS TESTED	NUMBER OF SCHOOLS TESTED	AVERAGE STANDARD AGE SCORES (SAS)	STANDARD DEVIATION (SD)	AVERAGE GRADE EQUIVALENCE (GE)	STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,049	92.09	26	102.8	14.99	4.04	1.04
	5	1,186	95.19	26	105.5	15.14	5.66	1.44
	7	1,373	92.94	8	105.7	14.82	7.49	1.97
	9	1,376	91.28	8	104.7	15.04	8.98	1.98
(2) READING COMPRE- HENSION (ITBS)	3	1,049	92.09	26	102.8	14.99	4.03	1.14
	5	1,186	95.19	26	105.5	15.14	5.62	1.41
	7	1,373	92.94	8	105.7	14.82	7.35	1.64
	9	1,376	91.28	8	104.7	15.04	8.38	1.80
(3) SPELLING (ITBS)	3	1,049	92.09	26	102.8	14.99	4.67	1.24
	5	1,186	95.19	26	105.5	15.14	6.01	1.73
	7	1,373	92.94	8	105.7	14.82	7.43	1.98
	9	1,376	91.28	8	104.7	15.04	8.59	2.25
(4) CAPITAL- IZATION (ITBS)	3	1,049	92.09	26	102.8	14.99	4.68	1.24
	5	1,186	95.19	26	105.5	15.14	6.47	1.72
	7	1,373	92.94	8	105.7	14.82	8.09	2.10
	9	1,376	91.28	8	104.7	15.04	9.43	2.31
(5) PUNCTUATION (ITBS)	3	1,049	92.09	26	102.8	14.99	4.90	1.40
	5	1,186	95.19	26	105.5	15.14	6.18	1.67
	7	1,373	92.94	8	105.7	14.82	7.68	2.09
	9	1,376	91.28	8	104.7	15.04	8.99	2.27

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE ‡
(CONTINUED)

	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,049	92.09	26	102.8	14.99	4.23	1.31
	5	1,186	95.19	26	105.5	15.14	5.70	1.72
	7	1,373	92.94	8	105.7	14.82	7.22	2.11
	9	1,376	91.28	8	104.7	15.04	8.41	2.33
(7) LANGUAGE TOTAL (ITBS)	3	1,049	92.09	26	102.8	14.99	4.62	1.14
	5	1,186	95.19	26	105.5	15.14	6.09	1.53
	7	1,373	92.94	8	105.7	14.82	7.60	1.84
	9	1,376	91.28	8	104.7	15.04	8.86	2.03
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,049	92.09	26	102.8	14.99	4.05	0.98
	5	1,186	95.19	26	105.5	15.14	6.05	1.43
	7	1,373	92.94	8	105.7	14.82	7.54	1.62
	9	1,376	91.28	8	104.7	15.04	8.74	1.83
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,049	92.09	26	102.8	14.99	3.88	1.01
	5	1,186	95.19	26	105.5	15.14	5.66	1.34
	7	1,373	92.94	8	105.7	14.82	7.26	1.63
	9	1,376	91.28	8	104.7	15.04	8.54	1.85
(10) MATHEMATICAL TOTAL (ITBS)	3	1,049	92.09	26	102.8	14.99	3.96	0.95
	5	1,186	95.19	26	105.5	15.14	5.86	1.31
	7	1,373	92.94	8	105.7	14.82	7.40	1.53
	9	1,376	91.28	8	104.7	15.04	8.64	1.73

‡ SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ALLEGANY COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	102.2	103.0	102.8
	5	105.5	104.2	105.5
	7	105.4	103.0	105.7
	9	107.1	104.1	104.7
VOCABULARY (ITBS)	3	3.84	3.90	4.04
	5	5.59	5.53	5.66
	7	7.74	7.70	7.49
	9	9.30	9.21	8.98
READING COMPREHENSION (ITBS)	3	3.97	3.94	4.03
	5	5.57	5.60	5.62
	7	7.14	7.24	7.35
	9	8.71	8.55	8.38
LANGUAGE TOTAL (ITBS)	3	4.46	4.48	4.62
	5	5.83	5.90	6.09
	7	7.48	7.75	7.60
	9	8.95	8.90	8.86
MATHEMATICAL TOTAL (ITBS)	3	3.90	3.83	3.96
	5	5.78	5.82	5.86
	7	7.38	7.34	7.40
	9	8.91	8.63	8.64

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

ALLEGHENY COUNTY (BARTON - NORTHEAST)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
										PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)				
BARTON	K-6	250	20.8	97.0	11.0	1.0	11.4	17.0	33.3	10.5	11.2	7,549
BELAIR	K-6	455	25.3	96.3	17.0	1.0	8.1	22.0	33.3	8.7	NA	NA
COLUMBIA STREET	1-6	246	18.9	96.0	12.0	1.0	8.9	20.0	30.8	16.0	11.4	7,651
CORRIGANVILLE	1-6	123	20.5	96.5	5.0	1.0	12.3	7.5	50.0	11.8	11.0	7,145
CRESAPOTON	K-6	517	24.6	96.5	20.0	1.0	14.4	40.0	38.1	12.1	12.2	9,565
EAST SIDE	1-6	306	21.9	96.9	13.0	1.0	13.1	14.0	42.9	21.6	11.3	7,746
ECKHART	1-6	180	20.0	97.2	8.0	1.0	12.5	12.5	11.1	9.8	12.2	8,844
ELLERSLIE	K-6	110	24.4	95.7	3.5	1.0	14.5	15.0	55.5	12.2	11.0	7,174
FROST	K-6	477	23.9	95.6	19.0	1.0	18.6	24.0	30.0	8.0	12.0	7,989
GEORGES CREEK	K-6	493	21.9	97.5	21.0	1.0	11.3	20.0	31.8	NA	NA	NA
GEFHART	1-6	262	20.1	97.5	12.0	1.0	14.6	13.0	61.5	17.6	12.0	8,682
HILL STREET	1-6	205	22.8	97.3	8.0	1.0	12.2	26.0	44.4	9.9	12.0	8,271
JOHN HUMBIRD	K-6	330	23.6	95.3	13.0	1.0	6.0	22.0	35.7	23.7	NA	NA
JOHNSON HEIGHTS	1-6	353	22.1	97.9	15.0	1.0	13.3	40.0	37.5	14.1	12.0	8,297
LAVALE	1-6	186	20.7	97.9	8.0	1.0	19.1	12.0	55.5	8.8	12.3	10,136
MCCOOLE	K-6	187	23.4	95.7	7.0	1.0	6.3	11.0	12.5	15.3	11.6	7,406
MOUNT ROYAL	1-3	193	32.2	96.3	5.0	1.0	16.8	25.0	33.3	6.5	12.3	9,735
NORTHEAST	1-6	155	17.2	96.7	8.0	1.0	10.8	23.0	44.4	16.8	11.4	8,994

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ALLEGANY COUNTY (BARTON - NORTHEAST)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

ALLEGANY COUNTY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL		MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	
		SAS	SE	NCRM	ENCE	SE	NCRM	ENCE	SE	NCRP	SE	NCRM	ENCE	
BARTON	2	102.4	3.71	3.75	-.04	3.65	3.81	-.16	4.23	4.22	0.01	3.81	3.79	0.02
	5	99.8	5.13	5.05	+0.08	5.03	5.09	-0.06	5.22	5.39	-0.17	5.37	5.31	+0.06
BELAIR ELEM	3	103.8	4.26	3.82	+0.44	4.21	3.89	+0.32	4.55	4.29	+0.26	3.85	3.86	-0.01
	5	110.2	6.26	5.96	+0.30	6.01	5.97	+0.04	6.52	6.26	+0.26	6.01	6.14	-0.13
COLUMBIA STREET	3	103.8	3.24	3.82	-.58	3.21	3.89	-.68 *	3.81	4.29	-.48	3.50	3.86	-.36
	5	99.9	4.94	5.06	-.12	5.03	5.09	-.06	5.10	5.29	-.29	5.00	5.32	-.32
CORRIEAVILLE	2	99.2	4.23	3.54	+0.69 *	4.28	3.60	+0.68 *	4.91	4.00	+0.91 *	3.73	3.60	+0.13
	5	106.2	5.39	5.61	-.22	4.98	5.63	-.65 *	5.93	5.92	+0.01	5.49	5.82	-.33
CRESAPOTOWN ELEM	3	105.7	4.70	3.94	+0.76 *	4.36	4.02	+0.34	5.04	4.42	+0.62	4.11	3.97	+0.14
	5	109.2	6.19	5.87	+0.32	6.15	5.88	+0.27	6.88	6.18	+0.70	6.20	6.06	+0.14 *
EAST SIDE	2	98.9	4.21	3.38	+0.83 *	4.09	3.44	+0.65 *	4.76	3.84	+0.92 *	3.98	3.46	+0.52 *
	5	107.2	6.28	5.69	+0.59	5.59	5.71	-.12	5.75	6.01	-.26	5.67	5.90	-.23
ECKHART	2	98.8	3.45	3.50	-.05	3.66	3.56	+0.10	4.28	3.97	+0.31	3.69	3.57	+0.12
	5	103.8	5.06	5.40	-.34	5.23	5.42	-.19	6.01	5.72	+0.29	5.58	5.63	-.05
ELLERSLIE	3	94.0	3.70	3.20	+0.50	3.37	3.25	+0.12	3.89	3.65	+0.24	3.43	3.29	+0.14
	5	109.9	5.59	5.93	-.34	5.78	5.94	-.16	5.97	6.24	-.27	6.06	6.12	-.06
FROST	2	104.5	4.18	3.87	+0.31	4.44	3.94	+0.50	4.99	4.24	+0.75	4.23	3.90	+0.33
	5	107.7	5.87	5.74	+0.13	6.00	5.75	+0.25	6.92	6.05	+0.87 *	6.34	5.94	+0.40
GEORGES CREEK	2	98.2	3.65	3.47	+0.22	3.66	3.52	+0.14	4.52	3.93	+0.59	3.76	3.53	+0.23
	5	106.7	5.37	5.65	-.28	5.46	5.67	-.21	6.01	5.97	+0.04	5.56	5.86	-.30
GEPHART	3	114.8	4.33	4.52	-.19	4.55	4.62	-.07	5.43	5.01	+0.42	4.53	4.51	0.02
	5	111.8	5.82	6.09	-.27	5.94	6.10	-.16	6.62	6.40	+0.22	5.97	6.27	-.30
HILL STREET	2	104.8	4.75	3.89	+0.86 *	4.29	3.96	+0.33	5.04	4.26	+0.78	3.83	3.92	-.09
	5	105.1	5.60	5.51	+0.09	5.98	5.53	+0.45	6.01	5.83	+0.18	5.94	5.73	+0.21
JOHN FUMBER	2	98.4	2.40	3.48	-.08	3.45	3.54	-.09	4.11	3.94	+0.17	3.55	3.54	0.01
	5	101.8	4.85	5.22	-.37	5.10	5.25	-.15	5.26	5.55	-.29	5.01	5.47	-.46
JOHNSON HEIGHTS	2	112.5	4.38	4.38	0.00	4.50	4.47	+0.03	5.24	4.86	+0.38	4.50	4.37	+0.13
	5	109.1	6.16	5.66	+0.50	5.51	5.87	-.04	6.62	6.17	+0.45	6.33	6.05	+0.28
LAVALLE	2	100.0	4.36	3.58	+0.78 *	4.17	3.64	+0.53	4.99	4.05	+0.94 *	4.36	3.64	+0.72 *
	5	106.2	5.91	5.61	+0.30	5.83	5.63	+0.20	6.09	5.92	+0.17	5.82	5.82	0.00
MCCOOLE	3	96.4	3.57	3.35	+0.22	3.80	3.40	+0.40	4.35	3.81	+0.54	3.70	3.43	+0.27
	5	95.9	5.36	4.71	+0.65	5.08	4.76	+0.32	5.85	5.06	+0.79 *	5.39	5.00	+0.39
MOUNT ROYAL		NO TEST RESULTS AVAILABLE												
NORTHEAST	2	108.7	3.87	4.13	-.26	4.05	4.21	-.16	4.90	4.61	+0.29	4.04	4.15	-.11
	5	105.8	5.87	5.57	+0.30	5.69	5.59	+0.10	6.24	5.89	+0.35	5.73	5.79	-.06

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ALLEGANY COUNTY (PARKSIDE - WASHINGTON JUNIOR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
PARKSIDE	K-6	462	27.2	96.6	16.0	1.0	12.7	42.0	29.4	3.7	12.3	10,154
PENNSYLVANIA AVENUE	1-6	515	15.6	95.6	31.0	2.0	11.4	19.3	24.2	19.7	10.3	7,303
PINEY PL. INS	1-6	62	20.7	97.0	2.0	1.0	2.5	11.0	33.3	13.7	10.3	6,533
THOMAS G PULLEN	K-6	189	23.6	95.6	7.0	1.0	19.1	24.0	62.5	7.9	11.9	8,145
WEST SIDE	4-6	211	17.6	96.5	11.0	1.0	12.9	24.0	33.3	15.1	12.1	8,098
WESTERNPORT	K-6	425	23.6	97.3	17.0	1.0	14.3	21.0	33.3	18.1	11.6	7,406
FLINTSTONE	K-12	501	21.8	94.7	21.0	2.0	10.8	21.7	34.8	11.3	10.3	6,579
MT SAVAGE ELEMENTARY	K-12	838	19.5	96.0	41.0	2.0	11.0	32.5	48.8	12.2	11.2	7,252
OLDTOWN ELEMENTARY	K-12	445	15.9	95.8	26.0	2.0	9.3	13.7	25.0	15.5	10.6	7,090
ALLEGANY SR HIGH	9-12	1,295	19.3	95.5	63.0	4.0	12.8	21.9	44.8	10.6	12.1	8,939
BEALL HIGH	7-12	1,211	20.5	96.5	56.0	3.0	12.2	23.0	49.1	10.7	12.0	8,153
BRADDOCK JR HIGH	7-8	717	17.9	95.9	38.0	2.0	12.8	19.5	57.5	10.5	12.1	8,942
BRUCE SR JR HIGH	7-12	767	20.2	95.8	36.0	2.0	14.9	22.5	36.8	14.8	11.6	7,447
FORT HILL SR HIGH	9-12	1,485	19.3	94.7	73.0	4.0	13.4	26.7	46.7	17.4	11.2	7,801
VALLEY SR JR HIGH	7-12	723	19.5	95.6	35.0	2.0	12.2	26.0	54.1	10.7	11.3	7,744
WASHINGTON JR HIGH	7-8	790	17.9	96.2	42.0	2.0	12.2	16.7	40.9	17.3	11.2	7,793

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ALLEGHENY COUNTY (PARKSIDE - WASHINGTON JR. HIGH)

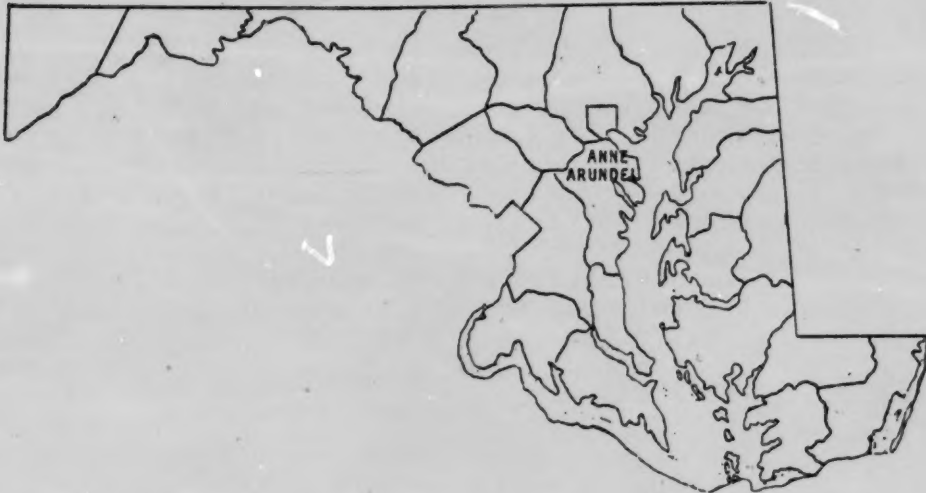
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

ALLEGANY COUNTY
SCHOOL SYSTEM

SCHOOL SYSTEM			SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL				MATHEMATICAL TOTAL			
		AVERAGE	SE	MARY- LAND NCRP	DIFFER- ENCE	AVERAGE	SE	MARY- LAND NCRP	DIFFER- ENCE	AVERAGE	SE	MARY- LAND NCRP	DIFFER- ENCE	AVERAGE	SE	MARY- LAND NCRP	DIFFER- ENCE
		SAS															
PARKSIDE	3	110.4	4.88	4.24	+0.64	4.76	4.33	+0.43	5.73	4.73	+1.00 *	5.02	4.25	+0.77 *			
	5	112.4	6.51	6.15	+0.36	6.32	6.15	+0.17	7.29	6.45	+0.84 *	6.80	6.32	+0.48			
PENNSYLVANIA AVENUE	3	102.0	4.07	3.71	+0.36	4.29	3.77	+0.52	4.66	4.18	+0.48	4.14	3.76	+0.38			
	5	105.9	5.59	5.58	+0.01	5.69	5.60	+0.09	6.09	5.90	+0.19	6.09	5.80	+0.29			
PINEY PLAINS	3	102.4	3.66	3.73	-0.07	3.83	3.80	+0.03	3.80	4.20	-0.40	3.29	3.78	-0.49			
	5	95.8	5.13	4.70	+0.43	5.34	4.75	+0.59	5.35	5.05	+0.30	5.12	4.99	+0.13			
THOMAS C PULLEN	3	108.7	4.23	4.13	+0.10	4.30	4.21	+0.09	4.31	4.61	-0.30	4.19	4.15	+0.04			
	5	103.8	5.46	5.40	+0.06	5.49	5.42	+0.07	6.05	5.72	+0.33	6.26	5.63	+0.63			
WEST SIDE	3	99.0	3.90	3.52	+0.38	3.79	3.58	+0.21	4.34	3.98	+0.36	3.79	3.58	+0.21			
	5	108.8	6.36	5.83	+0.53	6.46	5.85	+0.61	7.11	6.14	+0.97 *	6.78	6.03	+0.75 *			
WESTERNPORT	2	101.8	3.83	3.70	+0.13	4.10	3.76	+0.34	4.32	4.16	+0.16	3.69	2.74	-0.95			
	5	104.2	6.18	5.43	+0.75	5.52	5.46	+0.06	6.16	5.76	+0.40	5.67	5.66	+0.01			
FLINTSTONE	3	96.3	4.08	3.34	+0.74 *	3.76	3.40	+0.36	4.63	3.80	+0.83 *	3.49	3.42	+0.07			
	5	101.9	5.21	5.23	-0.02	5.23	5.26	-0.03	4.99	5.56	-0.57	5.34	5.48	-0.14			
	7	104.3	8.77	7.11	+1.66 *	6.77	7.08	-0.31	7.99	7.26	+0.73 *	7.18	7.34	-0.16			
	9	100.5	11.03	8.02	+3.01 *	8.35	7.95	+0.40	10.29	8.07	+2.22 *	8.40	8.15	+0.25			
MT SAVAGE	3	100.8	3.45	3.63	-0.18	3.52	3.69	-0.17	3.76	4.10	-0.34	3.39	3.69	-0.30			
	5	99.5	4.56	5.02	-0.46	4.73	5.06	-0.33	4.94	5.36	-0.42	4.82	5.28	-0.46			
	7	101.9	6.51	6.82	-0.31	6.49	6.82	-0.33	6.70	6.99	-0.29	6.80	7.08	-0.28			
	9	106.1	8.99	8.74	+0.25	8.16	8.65	-0.49	8.75	8.69	+0.06	8.12	8.83	-0.71 *			
CLAYTON	2	97.2	3.33	3.40	-0.07	3.51	3.46	+0.05	3.41	3.86	-0.45	3.40	2.47	-0.97			
	5	95.9	4.59	4.71	-0.12	4.67	4.76	-0.09	4.63	5.06	-0.43	5.15	5.00	+0.15			
	7	104.1	6.68	7.08	-0.40	7.25	7.06	+0.19	7.31	7.24	+0.07	7.60	7.32	+0.28			
	9	109.2	10.58	9.15	+1.43 *	8.22	9.06	-0.84 *	8.88	9.05	-0.17	9.42	9.22	+0.20			
ALLEGANY SR HIGH	9	106.1	8.56	8.74	-0.18	8.63	8.65	-0.02	8.93	8.69	+0.24	8.86	8.83	+0.03			
BEALL HIGH	7	107.4	7.19	7.49	-0.30	7.43	7.42	+0.01	7.56	7.61	-0.05	7.50	7.68	-0.18			
	9	105.8	8.51	8.70	-0.19	8.44	8.62	-0.18	8.41	8.66	-0.25	8.70	8.80	-0.10			
BRADDOCK JR HIGH	7	108.3	7.50	7.60	-0.10	7.49	7.52	-0.03	7.87	7.71	+0.16	7.64	7.78	-0.14			
BRUCE SR JR HIGH	7	103.0	6.66	6.95	-0.29	6.91	6.94	-0.03	6.94	7.11	-0.17	7.46	7.20	+0.26			
	9	101.4	8.44	8.13	+0.31	8.18	8.06	+0.12	8.23	8.17	+0.06	8.35	8.26	+0.09			
FORT HILL SR HIGH	9	104.7	8.91	8.56	+0.35	8.29	8.48	-0.19	8.97	8.54	+0.43	8.61	8.66	-0.05			
VALLEY SR JR HIGH	7	102.2	10.13	6.05	+3.26 *	8.59	6.85	+1.74 *	8.49	7.03	+1.46 *	7.40	7.11	+0.29			
	9	102.5	10.23	8.28	+1.95 *	8.30	8.20	+0.10	9.25	8.29	+0.96 *	8.78	8.40	+0.38			
WASHINGTON JR HIGH	7	105.8	7.11	7.29	-0.18	7.21	7.24	-0.03	7.48	7.43	+0.05	7.28	7.51	-0.23			

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

Anne Arundel County

Present Status of the Accountability Program

Goal and Objective-Setting Activities Status. The Anne Arundel County public schools, in accordance with legislative mandate, has actively developed and implemented a program of public accountability. Countywide goals and objectives in reading, writing, and mathematics have been completed, as have school-level goals and objectives in every school. These were developed by committees of teachers, administrators, coordinators, parents, and students under the leadership of the appropriate program coordinator for the county-wide goals and objectives, or by the school principal for the school-level goals and objectives.

These county-wide and school-level goals are also compatible with the overall "Goals for Instruction" of the local Board of Education and the appropriate program goals adopted by the State Board of Education.

Objective-Setting Activities. Specific measurable county-wide objectives under each program goal in reading, writing, and mathematics were prepared as county-wide objectives for all schools. These comprised the overall objectives of the program for "average" students, and have been divided for each program into four levels: Kindergarten - Grade 2; Grades 3 - 5; Grades 6 - 8; and Grades 9 - 12.

The exact procedures for establishing these objectives can be found in the 1974 Anne Arundel County Accountability Report (pp. 4-23 through 4-28). Since the county was one year ahead of the state in implementing the required accountability program, the objective-setting procedures were completed last year.

By February 1975, each school had submitted in writing to the Associate Superintendent for Instruction a statement of its adopted objectives by level in reading, writing, and mathematics. The careful coordination of activities and personnel at all levels of goal and objective writing were obvious when, in February 1975, only one school was found to have its goals and objectives returned for further refinement.

Two illustrations of the careful planning and coordination of school-level goal-and objective-setting in Anne Arundel County are Oak Hill Elementary School and George Fox Junior High School. The processes at these schools, though not identical, emphasized in both cases:

- Examination of state and county goals and county program objectives;
- Determination of student abilities by use of state-, county-, and teacher-made tests, teacher interviews, and other locally-constructed instruments;
- Recognition of student needs by comparing student abilities to the state and county goals and objectives, and noting those student needs that were not included in the state or county documents;
- Needs in order of priority;
- Writing goals and objectives using local school, area, Citizens Advisory Council, and PTA personnel as consultants; and
- Evaluation of the current school program in light of the school's goals and objectives.

The completion of the school-level goals and objectives has allowed the Anne Arundel County schools to move beyond accountability activities legislated at the state level. Countywide general goals and objectives have been established in all other program areas beyond reading, writing, and mathematics. These include goals for instructional programs, such as social studies and science, as well as goals for service programs such as counseling. Further, specific measurable objectives for all of these program areas were prepared and approved by the Board of Education during the 1975-76 school year.

Local Assessment Activities

After both program and school objectives have been established, the most important tasks faced by teachers and students are to determine how to measure these objectives, and how to structure each child's instructional program based on those measures. To accomplish these tasks, the Anne Arundel County Public Schools developed a criterion-referenced testing program in reading and mathematics that was not only instructionally important but also instructionally unique within the State of Maryland. These tests are available for administration to students at all grade levels and provide the following services:

- A measure of program objectives and skills for each child -- those mastered, those not mastered, and those needing further improvement;
- A cross-referenced list of all instructional materials in the county on the objectives and skills needed to be met by a particular child; and
- A flexible grouping of the children within a given teacher's classroom according to skill strengths and weaknesses, which should permit a more efficient instructional program.

This testing program is now in its second year. Hopefully, it will provide a continuing vehicle for the practical implementation of an individualized curriculum for each child.

It is often true that local school objectives go beyond program objectives and those, too, need assessment. Two schools in Anne Arundel County are currently participating in a "Pilot Accountability Program," which is directed at developing assessment tools at the school level. This project, under the joint sponsorship of the Maryland State Teachers Association, the National Education Association, and the Maryland State Department of Education, is being conducted at Southern Senior High School and Marley Glen Special School, a pattern school for Maryland Special Education Centers. Its task is fundamentally that of carrying accountability to the smallest local unit, which permits schools to meet and measure their own stated objectives directly.

Comments on Accountability Assessment Results

Now that the third year of testing is completed, two questions arise:

1. What do three years of test scores indicate?
2. What educational steps can be taken to maintain high performance and raise low performance?

The answer to the first question is that the three years of test scores indicate improved performance by the children of Anne Arundel County. Test results show that the educational programs utilized throughout the county have facilitated, in general, the performance of the children of Anne Arundel County at expected levels. As table 2A indicates, we have observed rising achievement-test scores in all areas tested and one may temporarily conclude that the test scores for the past three years indicate positive growth in student performance.

An examination of the second question is being conducted by the Process Accountability Committee that represents seven Maryland counties, including Anne Arundel. Under the direction of the Maryland State Department of Education, the committee is attempting to isolate those educational factors and ingredients that can be altered at the school level which will improve instruction. Concurrently, Anne Arundel County has continued to pursue similar studies begun in the past. Hopefully, the local-level and state-level studies will produce definitive results that indicate which educational factors should be changed in our schools.

Local instruments have been developed to assess needs in schools and to develop prescriptive-type programs. A system has been devised for pinpointing areas of instructional strengths and weaknesses in each county school and in instructional programs in general. As a result, a school or program director, in conjunction with principals and teachers, now has available information needed to plan curriculum development and revision activities, inservice programs for administrators and teachers, and other activities directly related to the improvement of teacher and student performance.

Program Modification Activities

The first-year results of accountability led to an increased priority placed on reading. Reading now is emphasized on a K-12 scope, with renewed interest placed in having a dual-focus program, i.e., a highly intensive development of reading skills in the elementary years, and maintenance and remediation of skills during the later years. Test results indicate that the emphasis on reading should be maintained and even intensified in some schools. They also indicate that mathematics programs and instruction should receive increased attention.

Unmet Needs for Resources to Permit Improvement of Program and Services

Lest it be forgotten, the accountability program is a state-mandated program. Thus, the resources needed to implement the program must be provided by each local unit. The taxpayer must realize that these resources mean money and, the larger the

school system, the higher the bill. Last year, nearly 25,000 students participated in accountability testing in Anne Arundel County. This massive program requires support of the following types of resources: test materials; class time, including time for student, teacher, and administrator; data-processing services (e.g., system analysts, programmers, and computer time to process, score, and record eight subtests of the Iowa Tests of Basic Skills (ITBS) on 25,000 students, or a total processing of 200,000 tests and scores), and analyses of the results.

This program is expensive and, since the school system's budget is finite, an increasing price tag for accountability often means decreases elsewhere.

General Comments

The high cost of accountability demands that it become an integrally functioning part of the instructional system. It must provide to the students and schools a viable assessment of their progress and allow a method of plotting their instructional directions. This means that data must be accurate, quickly returnable, and accepted for planning. It should be noted that test data in Anne Arundel County are currently returned to students, parents, and schools in less than one month. Strategies for making instructional decisions, using the ITBS data as one of many resources, are also being studied.

One area in which the Maryland State Department of Education should receive positive recognition is in the method of data analysis -- multiple regression. This selection has not been without controversy, for although it is an analysis that is fair to all schools in Maryland and also permits school comparisons, it is abstruse to the layman.

Both the layman and the press are often misled by the abstrusiveness of the analysis technique and the complexities of the test. Specifically, there are two major sources of error in the data that often cause wide misunderstandings among the public. First, if one were to take any group of children and administer a test (e.g., the ITBS) and then retest the same children with an equivalent version of the same test one or two days later, one would find that the scores were not identical and varied slightly. In fact, scores could vary from one to six months, depending on the age and grade of the child. This does not indicate that children actually gained or lost knowledge miraculously, but rather that current testing instruments are just not that accurate. (In fact, this phenomenon is so well known to test makers it is called Standard Error of Measurement.) Thus, a score of 3.6 in vocabulary for a third-grade child could be interpreted as a score in the range of 3.3 to 3.9, but a more accurate measure is not possible with one test.

The second source of error occurs when all the student scores are combined to find the school mean because, just as each student score contributes to the mean, so does his Standard Error of Measurement associated with that score. It, therefore, follows that it is absurd for the state to report school scores as 3.61. If a child's score is 3.61 ± 3 months, a school score cannot possibly be more accurate. A few months' deviation in scores is probably not too important, and only the foolhardy consider a part of a month important. Those scores that do differ significantly from others beyond chance and beyond the Standard Error of Measurement have been marked with an asterisk. Other scores should be contrasted with caution.

ANNE ARUNDEL COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
331,200	\$13,310	7.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.2	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
77,929	\$13,542	\$21,477	9.4	19.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
24.9%	19.4	93.7%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,128.70	\$859.92	76.2%	\$31.41

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.8%	\$14.64	1.3%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
SKILL AREAS	GRADE	NUMBER OF STUDENTS ENROLLED	PERCENT OF STUDENTS TESTED	NUMBER OF SCHOOLS TESTED	AVERAGE STANDARD AGE SCORES (SAS)	STANDARD DEVIATION (SD)	AVERAGE GRADE EQUIVALENT (GE)	STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	5,536	92.47	74	103.6	15.32	3.81	1.12
	5	6,115	93.00	73	104.9	15.81	5.54	1.53
	7	6,832	90.00	16	104.0	15.79	7.00	1.76
	9	6,612	89.13	14	106.1	16.31	8.60	1.97
(2) READING COMPRE- HENSION (ITBS)	3	5,536	92.56	74	103.6	15.32	3.83	1.22
	5	6,115	93.00	73	104.9	15.81	5.46	1.46
	7	6,832	89.96	16	104.0	15.79	6.97	1.71
	9	6,612	88.63	14	106.1	16.31	8.58	1.90
(3) SPELLING (ITBS)	3	5,536	92.36	74	103.6	15.32	4.32	1.36
	5	6,115	92.64	73	104.9	15.81	5.78	1.77
	7	6,832	89.18	16	104.0	15.79	7.00	2.07
	9	6,612	88.85	14	106.1	16.31	8.41	2.28
(4) CAPITAL- IZATION (ITBS)	3	5,536	92.36	74	103.6	15.32	4.12	1.33
	5	6,115	92.64	73	104.9	15.81	5.76	1.68
	7	6,832	89.24	16	104.0	15.79	6.79	1.98
	9	6,612	88.70	14	106.1	16.31	8.36	2.21
(5) PUNCTUATION (ITBS)	3	5,536	92.38	74	103.6	15.32	4.32	1.44
	5	6,115	92.62	73	104.9	15.81	5.78	1.59
	7	6,832	89.15	16	104.0	15.79	6.71	1.95
	9	6,612	88.57	14	106.1	16.31	8.21	2.26

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE #
(CONTINUED)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
SKILL AREAS	GRADE	NUMBER OF STUDENTS ENROLLED	PERCENT OF STUDENTS TESTED	NUMBER OF SCHOOLS TESTED	AVERAGE STANDARD AGE SCORE (SAS)	STANDARD DEVIATION (SD)	AVERAGE GRADE EQUIVALENCE (GE)	STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	5,536	92.36	74	103.6	15.32	4.01	1.36
	5	6,115	92.64	73	104.9	15.81	5.65	1.73
	7	6,832	89.20	16	104.0	15.79	6.96	2.04
	9	6,612	88.69	14	106.1	16.31	8.27	2.24
(7) LANGUAGE TOTAL (ITBS)	3	5,536	92.34	74	103.6	15.32	4.19	1.20
	5	6,115	92.62	73	104.9	15.81	5.74	1.50
	7	6,832	89.08	16	104.0	15.79	6.95	1.79
	9	6,612	86.65	14	106.1	16.31	8.34	1.95
(8) MATHEMATICAL CONCEPTS (ITBS)	3	5,536	92.56	74	103.6	15.32	3.78	0.95
	5	6,115	92.94	73	104.9	15.81	5.69	1.40
	7	6,832	89.92	16	104.0	15.79	7.25	1.63
	9	6,612	88.66	14	106.1	16.31	8.70	1.91
(9) MATHEMATICAL PROBLEMS (ITBS)	3	5,536	92.52	74	103.6	15.32	3.74	1.06
	5	6,115	92.94	73	104.9	15.81	5.47	1.32
	7	6,832	90.05	16	104.0	15.79	7.09	1.62
	9	6,612	88.93	14	106.1	16.31	8.50	1.84
(10) MATHEMATICAL TOTAL (ITBS)	3	5,536	92.49	74	103.6	15.32	3.76	0.95
	5	6,115	92.92	73	104.9	15.81	5.58	1.29
	7	6,832	89.64	16	104.0	15.79	7.17	1.52
	9	6,612	87.72	14	106.1	16.31	8.61	1.76

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES †)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	100.2	101.3	103.6
	5	100.3	102.5	104.9
	7	102.3	102.6	104.0
	9	103.6	102.0	106.1
VOCABULARY (ITBS)	3	3.57	3.60	3.81
	5	5.40	5.38	5.54
	7	6.96	6.88	7.00
	9	8.54	8.46	8.60
READING COMPREHENSION (ITBS)	3	3.61	3.67	3.83
	5	5.36	5.31	5.46
	7	6.93	6.98	6.97
	9	8.42	8.38	8.58
LANGUAGE TOTAL (ITBS)	3	3.99	3.90	4.19
	5	5.40	5.45	5.74
	7	6.87	6.82	6.95
	9	8.24	8.24	8.34
MATHEMATICAL AL (ITBS)	3	3.55	3.63	3.76
	5	5.48	5.45	5.58
	7	7.10	7.09	7.17
	9	8.61	8.47	8.61

♦ SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

ANNE ARUNDEL COUNTY (ANNAPOLIS ELEMENTARY - EDGEWATER)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$12)
ANNAPOLIS ELEMENTARY	P-6	376	24.3	94.1	14.5	1.0	12.2	11.5	19.3	21.0	12.4	10,262
ARNOLD ELEMENTARY	K-6	506	22.4	96.9	21.6	1.0	13.1	23.0	22.1	10.8	12.5	12,968
BELLE GROVE ELEMENTARY	1-6	237	23.7	96.3	9.0	1.0	11.0	14.0	30.0	3.1	10.5	11,483
BELVEDERE ELEMENTARY	K-5	591	24.6	96.3	22.0	2.0	13.3	10.5	20.8	5.8	12.3	13,031
BENFIELD	K-6	599	22.7	97.1	25.4	1.0	13.4	21.1	26.1	3.3	12.4	14,927
BODKIN ELEMENTARY	K-6	877	26.7	96.2	31.8	1.0	9.6	13.0	27.4	3.3	12.1	12,177
BROADNECK	K-5	480	22.3	97.0	20.5	1.0	9.0	20.0	32.5	1.5	12.4	12,282
BROCK BRIDGE	K-6	541	23.0	96.1	21.5	2.0	4.5	20.9	14.9	1.5	12.4	12,282
BROOKLYN PARK ELEMENTARY	K-6	604	20.8	97.1	27.0	2.0	15.1	21.5	34.5	9.0	10.2	10,920
CAPE ST CLAIR	K-6	782	22.7	95.1	32.5	2.0	9.6	17.5	23.2	6.0	12.4	12,495
CARRIE R WEEDON	K-6	152	23.4	95.2	5.5	1.0	16.1	23.3	15.4	14.3	12.0	10,837
CENTRAL	K-6	755	20.9	96.7	34.2	2.0	10.1	24.8	36.5	4.8	12.3	11,922
CROFTON	K-6	612	24.5	95.8	24.0	1.0	8.5	15.7	24.0	7.1	12.4	16,917
CROFTON WOODS	K-6	882	27.1	96.4	30.5	2.0	7.8	17.0	15.4	3.4	12.8	17,602
DAVIDSONVILLE	K-6	552	23.5	95.4	22.5	1.0	11.5	24.0	21.3	10.4	12.0	11,462
DEALE	K-6	186	21.9	96.0	7.5	1.0	11.0	22.0	11.8	4.8	12.1	10,421
EASTPORT	P-6	337	19.8	93.3	16.0	1.0	9.4	10.2	35.3	9.9	12.3	11,373
EDGEWATER	K-6	602	22.3	95.2	26.0	1.0	11.9	23.0	22.2	4.7	12.2	11,748

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (ANNAPOLIS ELEMENTARY - EDGEWATER)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

ANNE ARUNDEL COUNTY SCHOOL SYSTEM													
..... SKILL AREAS													
SCHOOL NAME	GRADE	AVERAGE AGE	VOCABULARY		READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
			AVERAGE SE	MARY- LAND NORM	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE
ANNAPOLIS ELEM	3	104.8	3.68	3.89	3.93	3.96	-.03	3.71	4.36	-.65	3.89	3.92	-.03
	5	108.5	5.72	5.81	5.60	5.82	-.22	5.95	5.12	-.17	5.42	6.01	-.59
ARNOLD ELEM	3	104.1	3.90	3.84	3.94	3.91	+.03	4.40	4.31	+.09	3.87	3.88	-.01
	5	105.0	6.00	5.50	5.96	5.53	+.43	6.22	5.87	+.40	5.63	5.73	-.10
BELL GROVE ELEM	3	102.8	3.76	3.76	3.68	3.83	-.14	4.02	4.23	-.23	3.89	3.80	+.09
	5	106.2	6.32	5.61	5.83	5.63	+.20	6.41	5.92	+.49	6.50	5.82	+.68
BELVEDERE ELEM	3	104.7	3.98	3.88	4.07	3.95	+.12	4.24	4.35	-.11	3.72	3.91	-.19
	5	106.9	5.44	5.67	5.59	5.69	-.10	6.11	5.98	+.13	5.78	5.88	-.10
BENEFIELD	3	114.8	4.71	4.52	4.91	4.62	+.29	5.06	5.01	+.05	4.61	4.51	+.10
	5	112.2	6.79	6.13	6.70	6.14	+.56	6.97	6.43	+.54	6.89	6.20	+.69
BOOKIN ELEM	3	109.9	4.21	4.71	4.11	4.29	-.18	4.33	4.69	-.19	3.98	4.22	-.24
	5	104.6	5.47	5.47	5.47	5.47	-.02	5.56	5.79	-.23	5.73	5.69	+.04
BROADNECK	3	108.4	4.06	4.12	4.26	4.20	+.06	4.58	4.59	-.01	4.08	4.13	-.05
	5	109.6	6.25	5.90	6.02	5.92	+.10	6.20	6.21	-.01	6.14	6.09	+.05
BROCK BRIDGE	3	105.1	3.59	3.91	3.79	3.90	-.19	4.01	4.38	-.32	3.75	3.94	-.19
	5	102.3	5.35	5.27	5.30	5.30	+.00	5.67	5.60	-.03	5.07	5.51	-.44
BROOKLYN PARK ELEM	2	98.1	4.93	3.46	3.70	3.52	+.18	4.20	3.92	+.28	3.49	3.53	-.04
	5	99.8	6.36	5.05	5.34	5.09	+.25	5.44	5.39	+.05	5.62	5.31	+.31
CAPE ST CLAIR	3	106.0	4.10	3.96	4.13	4.04	+.09	4.52	4.44	+.08	4.05	3.99	+.06
	5	112.4	5.88	6.15	5.80	6.15	-.35	6.24	6.45	-.21	5.97	6.32	-.35
CARRIE R WEDDON	3	101.3	4.12	3.66	4.18	3.73	+.45	4.24	4.13	+.11	3.87	3.71	+.16
	5	104.1	5.71	5.42	5.61	5.45	+.16	5.93	5.75	+.18	5.53	5.65	-.12
CENTRAL	3	105.5	4.03	3.93	4.04	4.00	+.04	4.43	4.40	+.03	3.85	3.96	-.11
	5	107.1	5.74	5.68	5.55	5.70	-.15	5.92	6.00	-.08	5.61	5.89	-.28
CROFTON	3	109.8	4.18	4.20	4.15	4.29	-.14	4.53	4.69	-.16	3.99	4.21	-.22
	5	108.5	6.15	5.81	6.03	5.82	+.21	6.49	6.12	+.37	5.85	6.01	-.12
CROFTON WOODS	3	107.1	4.33	4.03	4.34	4.11	+.23	5.13	4.51	+.62	4.24	4.05	+.19
	5	111.4	6.20	6.06	6.25	6.07	+.18	6.52	6.36	+.16	6.08	6.24	-.16
DAVIDSONVILLE	2	104.4	3.55	3.66	3.67	3.93	-.26	3.74	4.33	-.59	3.43	3.90	-.47
	5	105.8	5.76	5.57	5.65	5.59	+.06	6.16	5.89	+.27	6.16	5.79	+.37
DEALE	3	104.2	3.58	3.85	3.72	3.92	-.20	4.13	4.32	-.19	3.84	3.88	-.04
	5	101.0	5.29	5.15	5.39	5.19	+.20	5.10	5.49	-.39	5.69	5.40	+.29
EASTPORT	2	98.4	3.32	3.48	3.50	3.54	-.04	3.93	3.94	-.01	3.33	3.54	-.21
	5	97.5	4.70	4.85	4.74	4.89	-.15	4.92	5.19	-.27	4.83	5.12	-.29
EDGEWATER	3	103.8	3.88	3.82	3.72	3.89	-.17	4.20	4.29	-.09	3.84	3.86	-.02
	5	101.8	4.83	5.22	5.06	5.25	-.19	4.91	5.55	-.64	5.15	5.47	-.32

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (FERNDALE - JONES)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$1) (12)
FERNDALE	K-6	300	22.2	96.3	12.5	1.0	13.5	27.0	22.2	6.5	11.4	11,597
FOLGER MCKINSEY	K-6	596	24.8	99.4	23.0	1.0	10.8	10.0	25.0	1.0	12.5	14,660
FORT SMALLWOOD	K-6	375	25.0	94.9	14.0	1.0	6.7	19.0	26.7	8.6	10.5	10,684
FOUR SEASON	K-6	756	25.2	97.5	29.0	1.0	9.1	25.9	16.7	5.3	12.3	12,728
FREETOWN	K-6	424	18.4	95.0	22.0	1.0	8.5	9.0	26.1	7.3	11.1	10,446
GEORGE CROMWELL	K-6	448	19.7	97.3	21.7	1.0	11.0	8.0	22.0	3.4	11.9	11,531
GEORGETOWN EAST	K-6	717	22.4	92.9	30.0	2.0	9.9	18.7	21.9	6.0	12.6	13,042
GERMANTOWN INTERMEDIATE	5-6	257	18.9	95.4	12.6	1.0	7.8	42.0	41.2	10.3	12.3	10,738
GERMANTOWN PRIMARY	K-4	532	21.3	95.6	23.0	2.0	13.4	33.7	12.0	11.4	12.3	10,738
GLEN BURNIE PARK	K-5	448	22.3	95.8	19.1	1.0	13.4	25.5	5.0	1.5	12.2	12,443
GLENDALE	K-6	732	19.3	95.0	35.0	3.0	12.3	21.3	23.7	5.5	11.9	11,066
HARMAN	K-6	553	19.4	96.3	27.5	1.0	8.3	22.0	14.0	12.4	10.8	9,635
HIGH POINT	K-6	480	24.0	94.7	19.0	1.0	9.5	36.0	10.0	9.7	10.6	11,045
HILLSMERE	K-6	536	20.2	95.4	25.5	1.0	10.0	20.8	26.4	2.2	12.7	14,518
HILLTOP	K-6	663	24.5	97.3	25.0	2.0	7.9	15.0	40.7	5.5	11.4	11,604
JACOBSTOWN	K-6	553	21.8	94.6	23.4	2.0	8.9	18.5	27.5	5.6	10.7	10,512
JESSUP	K-6	574	25.4	94.6	21.6	1.0	10.1	10.0	35.4	12.6	11.3	10,156
JONES	K-6	187	24.9	95.6	6.5	1.0	9.9	8.0	20.0	11.6	12.8	15,851

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (FERNDAL - JONES)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS													
		VOCABULARY					READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE SE	MARY- LAND ACRP	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	
FERNDALE	2 5	107.9 108.1	3.67 5.57	4.08 5.77	-0.41 -0.20	3.73 5.11	4.16 5.79	-0.43 -0.68	4.30 5.33	4.56 6.08	-0.26 -0.75	3.92 5.37	4.10 5.97	-0.18 -0.60	
FOLGER MCKINSEY	2 5	107.9 111.2	4.51 6.34	4.08 6.04	+0.43 +0.30	4.46 6.12	4.16 6.05	+0.30 +0.07	5.12 6.52	4.56 6.35	+0.56 +0.17	4.34 6.45	4.10 6.22	+0.24 +0.23	
FORT SMALLWOOD	3 5	102.5 105.2	3.23 5.25	3.74 5.52	-0.51 -0.27	3.50 5.07	3.81 5.54	-0.31 -0.47	3.38 5.25	4.21 5.84	-0.83 -0.59	3.26 5.41	3.78 5.74	-0.52 -0.33	
FOUR SEASON	2 5	105.6 110.0	3.87 5.86	3.94 5.94	-0.07 -0.08	3.57 5.77	4.01 5.95	-0.04 -0.18	4.26 6.30	4.41 6.24	-0.15 +0.06	3.71 5.71	3.97 6.13	-0.26 -0.42	
FREETOWN	2 5	100.5 95.9	4.17 4.87	3.61 4.71	+0.56 +0.16	4.25 4.91	3.67 4.76	+0.58 +0.15	4.92 5.00	4.08 5.06	+0.84 -0.06	3.94 4.81	3.67 5.00	+0.27 -0.19	
GEORGE CROMWELL	3 5	105.5 105.4	3.75 5.37	3.93 5.54	-0.18 -0.17	3.80 5.20	4.00 5.56	-0.20 -0.36	4.05 5.59	4.40 5.86	-0.35 -0.27	3.79 5.66	3.96 5.76	-0.17 -0.10	
GEORGETOWN EAST	2 5	94.8 99.3	3.10 5.65	3.25 5.00	-0.15 +0.65	3.24 4.77	3.30 5.04	-0.04 -0.27	3.86 5.03	3.71 5.34	+0.15 -0.31	3.54 5.18	3.33 5.27	+0.21 -0.09	
GERMANTOWN INTERMED	5	103.3	5.33	5.35	-0.02	5.29	5.38	-0.09	5.42	5.68	-0.26	5.48	5.59	-0.11	
GERMANTOWN PRIMARY	3	98.0	3.39	3.45	-0.06	3.32	3.51	-0.19	3.84	3.91	-0.07	3.45	3.52	-0.07	
GLENBURNIE PARK	3 5	101.7 108.2	3.96 5.51	3.69 5.78	+0.27 -0.27	3.70 5.27	3.75 5.80	-0.05 -0.43	4.04 5.74	4.16 6.09	-0.12 -0.35	4.01 5.45	3.74 5.98	+0.27 -0.53	
GLENDALE	2 5	103.1 102.5	3.94 5.41	3.78 5.28	+0.16 +0.13	3.82 5.08	3.85 5.31	-0.03 -0.23	4.38 5.43	4.25 5.61	+0.13 -0.18	4.02 5.09	3.82 5.52	+0.20 -0.43	
HARMAN	2 5	102.0 109.3	3.84 5.27	3.71 5.88	+0.13 -0.61	4.00 5.52	3.77 5.89	+0.23 -0.37	4.58 5.88	4.18 6.19	+0.40 -0.31	3.87 5.52	3.76 6.07	+0.11 -0.55	
HIGH POINT	3 5	96.3 102.8	3.42 5.16	3.34 5.31	+0.08 -0.15	3.47 5.01	3.40 5.34	+0.07 -0.33	3.69 5.68	3.80 5.64	-0.11 +0.04	3.30 5.68	3.42 5.55	-0.12 +0.13	
HILLSHERE	2 5	104.1 104.6	3.71 5.37	3.84 5.47	-0.13 -0.10	3.94 5.40	3.91 5.49	+0.03 -0.09	4.53 5.99	4.21 5.79	+0.22 +0.20	3.70 5.73	3.88 5.69	-0.18 +0.04	
HILLTOP	3 5	103.1 108.7	4.47 6.95	3.78 5.82	+0.69 +1.13	4.35 5.91	3.85 5.84	+0.50 +0.07	5.16 6.92	4.25 6.13	+0.91 +0.79	4.30 6.45	3.82 6.02	+0.48 +0.43	
JACOBSSVILLE	3 5	105.1 103.4	3.45 5.08	3.91 5.36	-0.46 -0.28	3.44 4.93	3.98 5.39	-0.54 -0.46	3.89 5.14	4.38 5.69	-0.49 -0.55	3.60 4.86	3.94 5.60	-0.34 -0.74	
JESSUP	3 5	101.9 101.2	3.50 5.24	3.70 5.18	-0.20 +0.06	3.53 5.20	3.77 5.21	-0.24 -0.01	3.78 5.44	4.17 5.51	-0.39 -0.07	3.49 5.12	3.75 5.43	-0.26 -0.31	
JONES	2 5	112.3 106.2	4.63 6.06	4.43 5.61	+0.20 +0.45	4.87 5.83	4.52 5.63	+0.35 +0.20	5.16 6.08	4.91 5.92	+0.25 +0.16	4.36 5.77	4.42 5.82	-0.06 -0.03	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (LAKE SHORE - PERSHING HILL)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
LAKE SHORE	K-6	663	23.7	96.2	26.0	2.0	9.9	13.9	21.4	9.6	12.0	11,591
LINTHICUM	K-6	505	21.9	97.1	22.0	1.0	10.0	23.0	13.0	1.5	12.0	13,240
LOTHIAN	P-3	412	22.9	94.1	17.0	1.0	7.7	19.0	11.1	11.9	12.0	10,072
MANOR VIEW	K-6	818	29.7	96.6	26.5	1.0	9.0	23.6	21.8	6.2	12.4	7,487
MARLEY	K-6	503	21.4	95.0	22.5	1.0	9.1	25.1	36.2	7.5	11.6	10,501
MARYLAND CITY	K-6	557	23.3	95.7	22.9	1.0	7.8	27.0	12.5	6.6	12.3	12,258
MAYO	K-6	360	22.5	94.0	14.0	2.0	9.8	32.9	25.0	2.6	12.4	12,113
MEADE HEIGHTS	K-6	326	24.1	95.2	12.5	1.0	9.3	24.0	22.2	5.7	12.3	7,699
MILLERSVILLE	K-5	564	21.7	95.5	24.0	2.0	12.2	8.7	23.1	8.3	12.3	12,826
NORTH GLEN	K-6	397	20.7	96.2	18.2	1.0	11.1	40.0	36.5	7.9	11.9	11,407
OAK HILL	K-6	643	26.2	95.9	22.5	2.0	8.2	30.0	22.4	10.7	12.5	15,317
OAKWOOD	K-6	349	15.5	95.6	21.5	1.0	10.4	21.0	22.2	3.3	12.0	10,974
ODENTON	K-6	555	22.4	95.6	23.8	1.0	8.9	11.0	12.1	5.6	12.3	11,988
OVERLOOK	K-6	411	22.1	95.8	17.6	1.0	11.9	16.9	19.3	4.8	11.3	12,532
PARK ELEMENTARY	K-6	554	25.4	95.0	20.8	1.0	7.6	12.0	27.5	2.7	10.4	10,296
PAROLE	K-6	612	22.3	96.8	25.4	2.0	9.1	31.5	10.9	10.8	12.3	11,876
PASADENA	K-6	512	21.3	95.9	23.0	1.0	10.5	13.0	29.2	1.7	12.0	12,512
PERSHING HILL	K-6	467	20.3	96.5	22.0	1.0	12.2	18.4	13.0	5.9	12.4	7,487

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (LAKE SHORE - PERSHING HILL)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SKILL AREAS															
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	
		SAS	GE	NORM	ENCE	GE	NORM	ENCE	GE	NORM	ENCE	GE	NORM	ENCE	
LAKE SHORE	3	103.2	3.42	3.78	-.36	3.33	3.85	-.52	3.89	4.25	-.36	3.55	3.83	-.28	
	5	102.5	4.82	5.28	-.46	4.74	5.31	-.57	4.94	5.61	-.67	4.93	5.52	-.59	
LINTHICUM	3	103.4	3.97	3.80	+.17	3.96	3.87	+.09	4.47	4.27	+.20	3.98	3.84	+.14	
	5	107.7	6.02	5.74	+.28	5.91	5.75	+.16	6.18	6.05	+.13	5.93	5.94	-.01	
LOFTIAN	3	103.2	3.45	3.79	-.34	3.66	3.86	-.20	4.06	4.26	-.20	3.46	3.83	-.37	
	5	109.3	5.89	4.17	-.28	3.93	4.25	-.32	4.18	4.65	-.47	3.79	4.18	-.39	
MANOR VIEW	3	109.3	3.89	4.17	-.28	3.93	4.25	-.32	4.18	4.65	-.47	3.79	4.18	-.39	
	5	110.4	5.68	5.97	-.29	5.74	5.98	-.24	5.57	6.28	-.71	5.42	6.16	-.74	
MARLEY	3	101.4	3.48	3.67	-.19	3.52	3.73	-.21	3.82	4.14	-.32	3.19	3.72	-.53	
	5	99.0	4.96	4.98	-.02	4.92	5.02	-.10	5.11	5.32	-.21	4.94	5.24	-.30	
MARYLAND CITY	3	98.8	3.40	3.50	-.10	3.48	3.56	-.08	3.95	3.97	-.02	3.34	3.57	-.23	
	5	108.2	5.81	5.78	+.03	5.65	5.80	-.15	6.25	6.09	+.16	5.64	5.98	-.34	
MAYO	3	107.0	4.10	4.03	+.07	4.34	4.10	+.24	4.59	4.50	+.09	3.92	4.05	-.13	
	5	110.5	5.87	5.98	-.11	5.89	5.99	-.10	6.41	6.29	+.12	6.33	6.17	+.16	
MEADE HEIGHTS	3	106.1	3.68	3.97	-.29	3.89	4.04	-.15	4.11	4.44	-.33	4.51	4.00	+.51	
	5	102.4	5.05	5.27	-.22	5.25	5.31	-.06	5.41	5.60	-.19	5.44	5.52	-.08	
MILLERSVILLE ELEM	3	102.9	3.72	3.77	-.05	3.84	3.83	+.01	4.34	4.23	+.11	3.65	3.81	-.16	
	5	105.2	5.47	5.52	-.05	5.48	5.54	-.06	5.83	5.84	-.01	6.17	5.74	+.43	
NORTH GLEN	3	94.0	3.57	3.20	+.37	3.44	3.25	+.19	3.91	3.65	+.26	3.35	3.29	+.06	
	5	97.8	4.87	4.87	+.00	4.85	4.92	-.07	5.12	5.22	-.10	4.89	5.15	-.26	
OAK HILL	3	106.2	4.38	3.98	+.40	4.50	4.05	+.45	4.70	4.45	+.25	4.35	4.00	+.35	
	5	109.6	6.13	5.90	+.23	6.13	5.92	+.21	7.06	6.21	+.85	6.69	6.09	+.60	
OAKWOOD	3	102.0	3.82	3.71	+.11	4.08	3.77	+.31	4.61	4.18	+.43	4.00	3.76	+.24	
	5	103.4	5.46	5.36	+.10	5.47	5.39	+.08	5.89	5.69	+.20	5.69	5.60	+.09	
ODENTON	3	99.6	3.28	3.55	-.27	3.41	3.62	-.21	3.62	4.02	-.40	3.23	3.61	-.38	
	5	105.9	5.35	5.58	-.23	5.48	5.60	-.12	6.04	5.90	+.14	5.54	5.80	-.26	
OVERLOOK	3	98.7	3.80	3.50	+.30	3.76	3.56	+.20	3.89	3.96	-.07	3.67	3.56	+.11	
	5	103.2	5.39	5.35	+.04	5.39	5.38	+.01	5.61	5.68	-.07	5.56	5.59	-.03	
PARK ELEM	3	98.9	3.75	3.51	+.24	3.69	3.57	+.12	3.77	3.97	-.20	3.58	3.57	+.01	
	5	103.1	4.94	5.34	-.40	5.07	5.36	-.29	5.52	5.66	-.14	5.08	5.57	-.49	
PAROLE	3	105.0	3.48	3.90	-.42	3.60	3.97	-.37	4.03	4.27	-.24	3.57	3.93	-.36	
	5	98.1	5.08	4.90	+.18	4.89	4.94	-.05	5.42	5.24	+.18	5.15	5.17	-.02	
PASADENA	3	103.4	3.88	3.80	+.08	4.03	3.87	+.16	4.02	4.27	-.25	3.80	3.84	-.04	
	5	97.1	5.43	4.81	+.62	5.37	4.86	+.51	5.44	5.16	+.28	5.45	5.09	+.36	
PERSHING HILL	3	108.4	4.22	4.12	+.10	4.43	4.20	+.23	4.68	4.59	+.09	4.32	4.13	+.19	
	5	104.4	6.08	5.45	+.63	5.77	5.47	+.30	5.98	5.77	+.21	5.57	5.68	-.11	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (POINT PLEASANT - WAUGH CHAPEL)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
POINT PLEASANT	K-6	1,119	24.1	96.1	44.5	2.0	8.4	40.0	23.7	3.2	11.6	11,518
QUARTERFIELD	K-6	745	24.4	96.9	29.5	1.0	7.4	25.0	13.1	12.3	12.0	11,669
RICHARD HENRY LEE	K-6	557	3.7	96.0	22.5	1.0	12.0	12.0	27.7	9.2	12.0	11,174
RIDGEWAY	K-5	482	21.4	97.1	21.5	1.0	12.0	15.0	26.7	6.3	12.0	10,516
RIPPLING WOODS	K-5	806	31.0	97.0	23.0	3.0	8.5	21.7	34.6	4.8	12.1	12,695
RIVIERA BEACH	K-6	525	27.6	95.1	18.0	1.0	10.0	28.0	10.5	2.2	10.6	11,045
ROLLING KNOLLS	K-6	462	19.3	96.8	23.0	1.0	9.8	22.0	20.8	10.6	12.3	12,286
SEVERN	K-5	288	23.2	96.0	11.4	1.0	15.5	29.0	24.2	5.0	12.0	10,353
SEVERNA PARK	K-6	338	21.1	97.6	15.0	1.0	10.2	24.5	25.0	4.6	12.7	16,606
SHADY SIDE ELEMENTARY	K-6	657	21.2	96.2	29.0	2.0	8.3	24.2	19.3	9.5	12.0	10,373
SOLLEY	K-6	204	24.0	94.6	7.5	1.0	7.4	16.4	11.8	4.3	10.1	10,509
SOUTH SHORE	K-5	274	22.8	95.4	11.0	1.0	7.0	14.5	8.3	17.6	10.5	12,801
SOUTHGATE	K-5	550	22.4	96.1	22.5	2.0	9.4	14.9	20.4	4.6	12.1	12,461
SUNSET	K-6	480	20.9	94.9	22.0	1.0	5.5	15.0	30.4	5.7	10.4	10,821
TRACEYS	1-5	388	17.6	95.8	21.0	1.0	9.1	29.0	36.4	17.9	11.7	9,582
TYLER HEIGHTS	K-6	614	18.9	94.1	30.5	2.0	9.4	10.0	30.8	11.7	12.1	9,913
VAN BOLCKELN	K-5	680	21.5	94.1	30.6	1.0	8.6	19.0	18.3	4.0	12.0	9,371
WAUGH CHAPEL	K-6	716	27.6	96.3	24.9	1.0	9.2	15.0	25.1	10.9	12.3	12,168

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (POINT PLEASANT - WAUGH CHAPEL)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND ACRP	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
		SAS	SE			SE			SE			SE		
POINT PLEASANT	3	102.6	3.76	3.75	+0.01	3.72	3.81	-0.09	3.99	4.22	-0.23	3.66	3.79	-0.13
	5	106.2	5.58	5.61	-0.03	5.68	5.63	+0.05	5.53	5.92	-0.39	5.79	5.82	-0.03
QUARTERFIELD	3	106.0	4.16	3.96	+0.20	4.19	4.04	+0.15	4.44	4.44	+0.00	3.81	3.99	-0.18
	5	107.1	6.15	5.68	+0.47	5.93	5.70	+0.23	6.04	6.00	+0.04	6.13	5.89	+0.24
RICHARD HENRY LEE	3	102.4	3.74	3.73	+0.01	3.80	3.80	+0.00	3.98	4.20	-0.22	3.63	3.78	-0.15
	5	102.2	5.41	5.26	+0.15	5.11	5.29	-0.18	5.03	5.59	-0.56	4.97	5.50	-0.53
RIDGEMAN	3	105.2	3.64	3.91	-0.27	3.70	3.98	-0.28	3.99	4.39	-0.40	3.62	3.94	-0.32
	5	105.5	5.28	5.54	-0.26	5.60	5.57	+0.03	5.45	5.87	-0.42	5.62	5.77	-0.15
RIPPLING WOODS	2	100.9	4.00	4.15	-0.15	3.93	4.23	-0.30	4.52	4.43	-0.11	4.22	4.16	+0.06
	5	106.5	5.80	5.63	+0.17	5.75	5.65	+0.10	6.12	5.95	+0.17	5.53	5.85	-0.32
RIVIERA BEACH	3	106.4	3.73	3.99	-0.26	3.87	4.06	-0.19	4.91	4.46	+0.45	4.13	4.01	+0.12
	5	104.1	5.19	5.42	-0.23	5.08	5.45	-0.37	5.46	5.75	-0.29	5.05	5.65	-0.60
ROLLING KNOLLS	2	99.9	3.59	3.57	+0.02	3.62	3.64	-0.02	3.54	4.04	-0.50	3.39	3.63	-0.24
	5	98.7	5.35	4.95	+0.40	5.23	4.99	+0.24	5.68	5.29	+0.39	5.09	5.22	-0.13
SEVERN	2	104.0	3.57	3.65	-0.08	3.44	3.92	-0.48	3.99	4.32	-0.33	3.99	3.89	+0.10
	5	103.3	4.99	5.35	-0.36	5.55	5.38	+0.17	5.89	5.68	+0.21	5.37	5.59	-0.22
SEVERNA PARK	3	107.7	4.02	4.07	-0.05	3.92	4.15	-0.23	4.38	4.55	-0.17	3.85	4.09	-0.24
	5	116.8	6.50	6.53	-0.03	6.42	6.52	-0.10	6.84	6.82	+0.02	6.58	6.67	-0.09
SHADY SIDE ELEM	3	103.3	3.37	3.79	-0.42	3.66	3.86	-0.20	3.76	4.26	-0.50	3.54	3.83	-0.29
	5	102.0	4.68	5.24	-0.56	4.92	5.27	-0.35	5.33	5.57	-0.24	5.08	5.48	-0.40
SOLLEY	2	104.2	2.69	3.65	-0.96	3.10	3.92	-0.82	2.96	4.32	-1.36	2.95	3.88	-0.93
	5	101.7	4.57	5.21	-0.64	4.86	5.25	-0.39	4.70	5.55	-0.85	4.57	5.46	-0.89
SOUTH SHORE	3	109.0	4.29	4.15	+0.14	3.83	4.23	-0.40	4.45	4.63	-0.18	3.79	4.17	-0.38
	5	105.0	5.02	5.50	-0.48	5.01	5.53	-0.52	5.98	5.82	+0.16	5.66	5.73	-0.07
SOUTHGATE	2	101.7	4.09	3.69	+0.40	3.93	3.75	+0.18	4.12	4.16	-0.04	3.51	3.74	-0.23
	5	105.9	5.76	5.58	+0.18	6.02	5.60	+0.42	6.33	5.90	+0.43	5.96	5.80	+0.16
SUNSET	2	97.2	3.04	3.40	-0.36	3.31	3.46	-0.15	3.16	3.86	-0.70	3.25	3.47	-0.22
	5	100.8	4.37	5.13	-0.76	4.65	5.17	-0.52	4.70	5.47	-0.77	4.86	5.39	-0.53
TRACEYS	3	103.1	3.82	3.78	+0.04	3.91	3.85	+0.06	4.54	4.25	+0.29	3.90	3.82	+0.08
	5	103.0	5.14	5.33	-0.19	5.30	5.36	-0.06	5.80	5.65	+0.15	5.75	5.56	+0.19
TYLER HEIGHTS	2	99.7	3.04	3.56	-0.52	3.29	3.62	-0.33	3.75	4.03	-0.28	3.42	3.62	-0.20
	5	96.0	4.71	4.71	+0.00	4.87	4.76	+0.11	4.78	5.07	-0.29	4.80	5.00	-0.20
VAN BUCKLELEN	2	99.4	2.97	3.54	-0.57	2.91	3.60	-0.69	3.14	4.01	-0.87	3.23	3.60	-0.37
	5	96.5	4.16	4.76	-0.60	4.39	4.81	-0.42	4.50	5.11	-0.61	4.70	5.04	-0.34
WAUGH CHAPEL	3	102.0	3.84	3.71	+0.13	3.77	3.77	+0.00	3.71	4.18	-0.47	3.54	3.76	-0.22
	5	103.6	5.73	5.38	+0.35	5.38	5.41	-0.03	5.82	5.71	+0.11	5.40	5.61	-0.21

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (WEST ANNAPOLIS - OLD MILL SR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$1) (12)
WEST ANNAPOLIS	K-6	261	21.7	94.6	11.0	1.0	9.1	16.2	50.0	13.2	12.4	10,767
WEST MEADE	K-6	497	23.1	96.7	20.5	1.0	9.9	18.0	32.5	5.6	12.4	7,487
WOODSIDE	K-6	537	21.9	95.7	23.5	1.0	10.1	25.8	8.2	5.9	12.0	10,974
MAGOTHY RIVER MIDDLE	6-8	1,112	18.8	95.7	56.0	3.0	6.6	22.3	33.9	5.1	12.5	13,478
OLD MILL MIDDLE NORTH	6-8	1,128	23.0	96.7	46.0	3.0	6.8	11.6	34.7	NA	NA	NA
OLD MILL MIDDLE SOUTH	6-8	971	18.3	96.2	51.0	2.0	6.1	10.5	20.7	NA	NA	NA
SOUTHERN JR HIGH	6-8	745	16.5	94.4	43.0	2.0	7.8	20.5	31.1	13.1	12.0	10,152
ANNAPOLIS JP HIGH	7-9	2,421	18.3	91.2	126.9	5.0	9.7	14.5	30.3	8.0	12.3	11,747
ARUNDEL JR HIGH	7-9	1,440	19.2	95.2	72.0	3.0	7.2	18.0	18.7	8.2	12.2	13,049
BATES JR	7-9	1,010	17.0	94.3	56.5	3.0	8.1	12.5	26.9	14.2	12.4	10,951
BROOKLYN PARK SR JR HIGH	7-12	1,647	18.5	90.6	85.0	4.0	10.3	17.2	37.1	5.3	10.3	10,775
CORKRAN JR HIGH	7-9	1,161	17.6	95.3	63.0	3.0	8.4	20.6	27.3	5.6	12.0	11,324
GEORGE FOX JR HIGH	7-9	1,192	18.5	92.8	61.4	3.0	8.0	11.2	31.1	6.7	11.0	11,116
LAKESHORE JR HIGH	7-9	1,198	19.6	95.0	58.0	3.0	5.5	12.5	24.6	NA	NA	NA
LINDALE JR HIGH	7-9	1,636	18.8	96.8	83.0	4.0	7.5	15.9	27.6	4.4	11.7	12,004
MACARTHUR JR HIGH	7-9	1,898	17.6	95.5	104.0	4.0	6.9	19.8	24.1	7.1	12.2	9,331
MARLEY JR HIGH	7-9	1,194	19.3	92.9	60.0	2.0	9.2	22.7	17.7	4.7	11.8	11,165
OLD MILL SR HIGH	9-11	1,932	21.2	93.5	89.0	2.0	6.9	18.0	24.2	NA	NA	NA

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (WEST ANNAPOLIS - OLD MILL SR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE
		SAS	SE	NORM		SE	NORM		SE	NCRP		SE	NCRP	
WEST ANNAPOLIS	3	99.7	3.33	3.56	-.23	3.52	3.62	-.10	3.37	4.03	-.66	3.29	3.62	-.33
	5	100.5	5.38	5.14	+.24	5.37	5.18	+.19	5.32	5.48	-.16	5.47	5.40	+.07
WEST READE	3	101.3	3.51	3.66	-.15	3.66	2.73	-.07	3.78	4.13	-.35	3.54	3.71	-.17
	5	107.9	5.49	5.75	-.26	5.53	5.77	-.24	5.59	6.07	-.48	5.26	5.96	-.70
WOODSIDE	3	93.2	3.52	3.15	+.37	3.49	3.19	+.30	3.63	3.60	+.03	3.33	3.24	+.09
	5	102.7	5.48	5.30	+.18	5.24	5.33	-.09	5.20	5.63	-.43	5.46	5.54	-.08
MACARTHY RIVER MIDDLE	7	107.4	7.31	7.49	-.18	7.26	7.42	-.16	7.31	7.61	-.30	7.49	7.68	-.19
OLD MILL MIDDLE N.	7	103.5	6.90	7.01	-.11	6.95	6.99	-.04	6.79	7.17	-.38	7.06	7.25	-.19
OLD MILL MIDDLE S.	7	104.1	7.01	7.08	-.07	6.85	7.06	-.21	6.85	7.24	-.39	7.04	7.32	-.28
SOUTHERN JR HI	7	100.2	6.55	6.61	-.06	6.43	6.63	-.20	6.72	6.80	-.08	6.75	6.89	-.14
ANNAPOLIS JR HIGH	7	100.6	6.67	6.66	+.01	6.61	6.68	-.07	6.50	6.85	-.35	6.81	6.94	-.13
	9	104.2	8.55	8.50	+.05	8.38	8.41	-.03	8.16	8.48	-.32	8.35	8.60	-.25
ARUNDEL JR HIGH	7	106.5	7.61	7.38	+.23	7.61	7.32	+.29	7.35	7.51	-.16	7.60	7.58	+.02
	9	110.7	9.12	9.33	-.21	9.01	9.24	-.23	8.73	9.21	-.48	9.14	9.39	-.25
BATES JR	7	101.2	6.86	6.73	+.13	6.89	6.74	+.15	6.87	6.91	-.04	7.07	7.00	+.07
	9	102.3	8.43	8.25	+.18	8.56	8.18	+.38	8.40	8.27	+.13	8.51	8.37	+.14
BROOKLYN PARK SR JR	7	102.5	6.71	6.89	-.18	6.77	6.88	-.11	6.72	7.06	-.34	7.14	7.14	+.00
	9	102.9	8.40	8.33	+.07	8.13	8.25	-.12	8.69	8.24	+.45	8.40	8.44	-.04
CORKRAN JR HIGH	7	104.3	6.86	7.11	-.25	6.82	7.08	-.26	6.14	7.26	+.12	6.98	7.34	-.36
	9	103.4	8.35	8.39	-.04	8.39	8.31	+.08	8.14	8.39	-.25	8.22	8.51	-.29
CECREE FOX JR HIGH	7	103.0	6.53	6.95	-.42	6.55	6.94	-.39	6.41	7.11	-.70	6.89	7.20	-.31
	9	105.3	8.23	8.64	-.41	8.27	8.55	-.28	7.72	8.60	-.88	8.24	8.74	-.50
LAKESHORE JR HIGH	7	102.8	6.80	6.93	-.13	6.78	6.92	-.14	6.77	7.09	-.32	6.96	7.19	-.23
	9	107.5	8.60	8.92	-.32	8.64	8.83	-.19	8.20	8.85	-.65	8.63	9.00	-.37
LINCALE JR HIGH	7	104.3	6.95	7.11	-.16	6.91	7.08	-.17	6.79	7.26	-.47	7.11	7.34	-.23
	9	104.3	8.45	8.51	-.06	8.42	8.43	-.01	8.01	8.49	-.48	8.42	8.61	-.19
MACARTHUR JR HIGH	7	104.4	7.04	7.12	-.08	7.14	7.09	+.05	6.85	7.27	-.42	7.18	7.35	-.17
	9	106.8	8.59	8.83	-.24	8.63	8.74	-.11	8.24	8.77	-.53	8.62	8.92	-.30
MARLEY JR HIGH	7	102.6	6.76	6.90	-.14	6.68	6.89	-.21	6.63	7.07	-.44	7.17	7.16	+.01
	9	106.6	8.43	8.81	-.38	8.49	8.72	-.23	8.37	8.75	-.38	8.46	8.89	-.43
OLD MILL SR HIGH	9	105.2	8.38	8.62	-.24	8.44	8.54	-.10	8.39	8.59	-.20	8.49	8.72	-.23

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (SEVERN RIVER JR. - SOUTHERN SR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
SEVERN RIVER JR	7-9	1,067	18.9	96.1	53.6	3.0	7.0	15.3	19.4	NA	NA	NA
SEVERNA PARK JR HIGH	7-9	1,051	16.8	96.6	58.6	4.0	9.5	13.3	38.3	5.2	12.3	13,931
SOUTHERN SR HIGH	9-12	2,056	19.2	91.1	103.0	4.0	10.0	24.5	29.9	11.1	12.1	10,769

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY (SEVERN RIVER JR. - SOUTHERN SR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

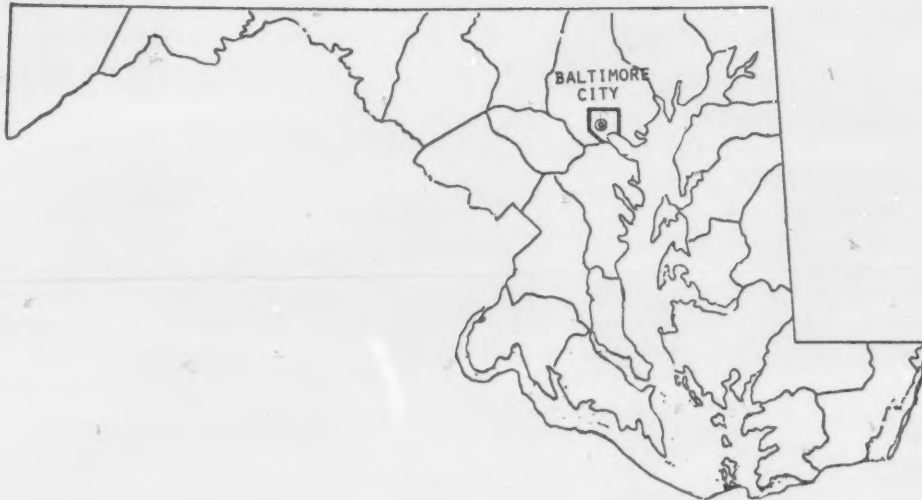
ANNE ARUNDEL COUNTY
SCHOOL SYSTEM

..... SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL		MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-
		SAS	GE	NORM	ENCE	SAS	NORM	ENCE	GE	NORM	ENCE	GE	NORM	ENCE
SEVERN RIVER JR	7	112.1	8.02	8.06	-.04	7.90	7.93	-.03	7.89	8.13	-.24	7.97	8.20	-.23
	9	111.2	9.26	9.40	-.14	9.27	9.30	-.03	8.87	9.26	-.39	9.24	9.45	-.21
SEVERNA PARK JR HIGH	7	108.2	7.69	7.60	+.09	7.61	7.52	+.09	7.44	7.71	-.27	7.56	7.78	-.18
	9	111.2	9.34	9.40	-.06	9.28	9.30	-.02	8.97	9.26	-.29	9.53	9.45	+.08
SOUTHERN SR HI	9	99.8	7.81	7.93	-.12	7.75	7.86	-.11	7.76	7.99	-.23	7.85	8.07	-.22

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Baltimore City



MAP Assistance In Improving Instructional Program

The Baltimore City Public Schools have been involved in a systematic approach for improving instruction. The Maryland Accountability Program was integrated into this approach and used in helping the System focus on 11 goals for strengthening the instructional program in the schools.

As a part of the systematic approach, the curriculum committee involved teachers in developing a redesign of secondary graduation requirements. A reading emphasis was placed in the secondary schools in the following courses:

English I
Reading Lab I

A systematic reading program is currently advocated for grades 9-12. This program involves reading teachers and English teachers. The ninth-grade curriculum was modified to address student deficiencies in mathematics as identified by the Iowa Tests of Basic Skills. Applied mathematics will be emphasized in grade 9 and in all mathematics labs.

Evaluation of progress is currently made by the system-wide goals as indicated by Accountability Report Year I.

Interpretation and Presentation of MAP Results to Both the Educational Community and the General Public

- Translated mathematics and reading objectives into curriculum guide and held in-service program in reference to a system reading guide for grades 1 through 4.
- Assigned reading teachers to every secondary school;
- Established mathematics writing labs in 19 senior high schools;
- Gave accountability results at press conference and emphasized the relationship of test results to socio-economic status of families;
- Discussed and analyzed test results with members of the Superintendent's cabinet. (This discussion was led by the Director of the Office of Pupil and Program Monitoring and Appraisal);
- Meeting with Senior Teachers and ISD representatives. (These meetings were directed by system-wide coordinators of mathematics and reading); and
- Discussed with beginning teachers and elementary and senior high school principals the accountability plan in reading and mathematics.

The school system's interpretation and presentation of MAP results took the form of a series of meetings with various leaders in education and the community.

Locally Initiated Evaluative Efforts That Have Been Undertaken

- Appropriate staff of the Baltimore City Public Schools have designed and implemented pilot testing programs. Plans are being made to expand this effort to other subjects;
- Several schools had programs that resulted in extensive use of teacher-made tests; and
- Corroboration with the Office of Pupil and Program Monitoring and Appraisal made it possible for each school to interpret its instructional achievement levels to measure their efficiency and to change some facets of its school organization to address outstanding needs.

Program Modification Activities

- Staff-development programs centered on teacher-student management of individualized instruction;
- Development and use of learning hierarchies in planning were another focus of staff development;
- A curriculum effort to define instructional objectives in terms of learning hierarchies was made. The production of a curriculum guide resulted;
- Regional effort was expanded to use Management Plans to include objectives based on the Maryland State Program and the Systems goals of the Baltimore City Public Schools;
- System-wide staff-development activities stressed functional reading, teaching by objectives and the use of pertinent instructional models; and
- Several schools have modified programs as the result of MAP and systemwide goals.

Unmet Needs with Respect to Implementing the Maryland Accountability Program

- Substitute money to accompany release time for teacher training;
- Additional personnel to respond to the need for extensive help in reading development, remedial reading, and tutorial guidance; and
- School staff to answer the needs of students who have diverse achievement levels and needs.

Comments Concerning the Accountability Program

The accountability program should be continued. It is hoped that school systems will be allowed flexibility in choosing their own accountability measures along with those designed by the State.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
871,300	\$10,012	23.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.9	10.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
166,370	\$12,766	\$21,545	10.1	24.6

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.6%	17.9	89.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,124.20	\$789.62	70.2%	\$48.93

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
4.4%	\$13.81	1.2%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

BALTIMORE CITY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	11,922	93.26	129	91.0	14.53	2.89	1.12
	5	13,056	92.89	126	92.6	15.16	4.32	1.49
	7	15,192	78.46	27	91.0	15.58	5.47	1.77
	9	12,813	81.98	34	93.2	15.28	7.06	1.93
(2) READING COMPRE- HENSION (ITBS)	3	11,922	93.26	129	91.0	14.53	2.88	1.07
	5	13,056	92.89	126	92.6	15.16	4.30	1.29
	7	15,192	78.46	27	91.0	15.58	5.52	1.52
	9	12,813	81.98	34	93.2	15.28	6.91	1.86
(3) SPELLING (ITBS)	3	11,922	92.88	129	91.0	14.53	3.48	1.33
	5	13,056	92.23	126	92.6	15.16	4.80	1.79
	7	15,192	76.00	27	91.0	15.58	5.94	2.10
	9	12,813	78.27	34	93.2	15.28	7.48	2.37
(4) CAPITAL- IZATION (ITBS)	3	11,922	92.88	129	91.0	14.53	3.30	1.24
	5	13,056	92.23	126	92.6	15.16	4.81	1.60
	7	15,192	76.00	27	91.0	15.58	5.96	1.95
	9	12,813	78.27	34	93.2	15.28	7.62	2.21
(5) PUNCTUATION (ITBS)	3	11,922	92.88	129	91.0	14.53	3.50	1.33
	5	13,056	92.23	126	92.6	15.16	4.77	1.54
	7	15,192	76.00	27	91.0	15.58	5.87	1.87
	9	12,813	78.27	34	93.2	15.28	7.48	2.09

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	11,922	92.88	129	91.0	14.53	3.07	1.21
	5	13,056	92.23	126	92.6	15.16	4.43	1.50
	7	15,192	76.00	27	91.0	15.58	5.73	1.79
	9	12,813	78.27	34	93.2	15.28	7.04	2.13
(7) LANGUAGE TOTAL (ITBS)	3	11,922	92.88	129	91.0	14.53	3.35	1.09
	5	13,056	92.23	126	92.6	15.16	4.72	1.38
	7	15,192	76.00	27	91.0	15.58	5.89	1.63
	9	12,813	78.27	34	93.2	15.28	7.42	1.87
(8) MATHEMATICAL CONCEPTS (ITBS)	3	11,922	93.58	129	91.0	14.53	3.01	0.89
	5	13,056	88.37	126	92.6	15.16	4.58	1.18
	7	15,192	76.56	27	91.0	15.58	5.96	1.37
	9	12,813	79.45	34	93.2	15.28	7.32	1.68
(9) MATHEMATICAL PROBLEMS (ITBS)	3	11,922	93.58	129	91.0	14.53	2.96	0.96
	5	13,056	88.37	126	92.6	15.16	4.66	1.20
	7	15,192	76.56	27	91.0	15.58	5.78	1.51
	9	12,813	79.45	34	93.2	15.28	7.14	1.88
(10) MATHEMATICAL TOTAL (ITBS)	3	11,922	93.58	129	91.0	14.53	3.01	0.86
	5	13,056	88.37	126	92.6	15.16	4.64	1.08
	7	15,192	76.56	27	91.0	15.58	5.90	1.29
	9	12,813	79.45	34	93.2	15.28	7.25	1.55

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	89.9	90.3	91.0
	5	90.8	90.5	92.6
	7	89.6	89.4	91.0
	9	91.9	91.4	93.2
VOCABULARY (ITBS)	3	2.84	2.81	2.89
	5	4.37	4.33	4.32
	7	5.70	5.55	5.47
	9	7.40	7.26	7.06
READING COMPREHENSION (ITBS)	3	2.86	2.82	2.88
	5	4.42	4.30	4.30
	7	5.72	5.60	5.52
	9	7.15	7.05	6.91
LANGUAGE TOTAL (ITBS)	3	3.36	3.32	3.35
	5	4.89	4.71	4.72
	7	6.24	6.03	5.89
	9	7.78	7.61	7.42
MATHEMATICAL TOTAL (ITBS)	3	3.08	3.00	3.01
	5	4.82	4.65	4.64
	7	6.15	5.98	5.90
	9	7.65	7.40	7.25

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

BALTIMORE CITY (ABBOTTSTON - CARTER GODWIN WOODSON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ABBOTTSTON	K-6	835	22.0	92.0	36.0	2.0	10.2	24.7	21.1	21.5	10.4	7,920
ABRAHAM LINCOLN	K-6	565	18.8	92.0	29.0	1.0	10.9	15.9	23.3	35.5	8.9	6,912
ALEXANDER HAMILTON	K-6	714	20.6	92.0	32.6	2.0	13.1	21.5	20.2	26.8	10.0	7,951
ARLINGTON	K-5	1,240	23.4	92.0	51.0	2.0	8.2	25.2	20.7	22.2	10.5	8,809
ARMISTEAD GARDENS	P-6	549	15.3	93.0	34.0	2.0	9.4	27.7	11.1	6.8	9.4	8,994
ARUNDEL	K-6	700	20.6	92.0	32.0	2.0	14.4	26.5	11.8	40.5	10.5	6,420
ASHBURTON	K-6	378	18.9	96.0	19.0	1.0	13.3	19.0	10.0	NA	NA	NA
BARCLAY	K-6	627	15.5	93.0	38.4	2.0	8.3	20.3	14.9	30.1	11.5	7,925
BARRISTER CHARLES CARROLL	K-6	560	19.3	91.0	27.0	2.0	10.9	19.0	13.8	30.0	8.1	6,955
BAY BROOK	P-6	591	22.3	89.0	25.5	1.0	8.1	19.5	15.1	23.0	9.4	8,401
BEECHFIELD	K-6	1,042	20.8	95.0	48.0	2.0	10.7	20.5	16.0	3.6	11.4	10,323
BELMONT	K-6	544	18.7	95.0	27.1	2.0	14.6	23.5	20.6	22.4	10.2	8,932
BENTALOU	P-3	719	20.5	92.0	33.0	2.0	11.5	25.0	22.9	28.3	9.6	7,707
BETSY ROSS	K-4	489	22.2	89.0	21.0	1.0	12.8	25.5	18.2	26.4	8.8	7,891
BREHMS LANE	K-6	669	20.0	94.0	31.5	2.0	11.2	25.3	8.9	5.1	9.6	10,155
BROOKLYN	K-6	452	20.1	93.0	21.5	1.0	7.8	17.5	13.3	16.9	9.5	8,867
CALLAWAY	K-6	981	25.8	95.0	36.0	2.0	9.5	22.4	18.4	14.6	12.0	9,715
CARTER GODWIN WOODSON	K-6	569	20.3	94.0	27.0	1.0	8.8	15.5	14.3	17.5	10.8	8,475

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (ABBOTTSTON - CARTER GODWIN WOODSON)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND ACRP	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	
		SAS	GE			GE			GE			GE			
ABBOTTSTON	3	86.9	2.28	2.75	-0.47	2.63	2.78	-0.15	2.89	3.19	-0.30	2.63	2.87	-0.24	
	5	89.9	3.53	4.18	-0.65	3.81	4.25	-0.44	4.33	4.55	-0.22	4.09	4.51	-0.42	
ABRAHAM LINCOLN	3	88.3	2.68	2.83	-0.15	2.68	2.87	-0.19	3.18	3.28	-0.10	2.85	2.95	-0.10	
	5	87.2	4.19	3.96	+0.23	4.25	4.03	+0.22	4.99	4.33	+0.66	5.02	4.31	+0.71	
ALEXANDER HAMILTON	3	90.6	2.69	2.98	-0.29	2.76	3.02	-0.26	3.17	3.43	-0.26	2.77	3.09	-0.32	
	5	90.2	3.83	4.21	-0.38	4.03	4.27	-0.24	4.49	4.58	-0.09	4.22	4.54	-0.32	
ARLINGTON	3	89.7	2.36	2.92	-0.56	2.44	2.96	-0.52	2.95	3.37	-0.42	2.72	3.03	-0.31	
	5	92.2	3.96	4.38	-0.42	4.18	4.44	-0.26	4.77	4.75	+0.02	4.62	4.70	-0.08	
ARMISTEAD GARDENS	3	94.4	2.99	3.22	-0.23	2.98	3.27	-0.29	3.50	3.68	-0.18	3.18	3.31	-0.13	
	5	96.4	4.89	4.75	+0.14	4.71	4.80	-0.09	5.03	5.10	-0.07	5.05	5.04	+0.01	
ARUNDEL	3	86.7	2.42	2.73	-0.31	2.59	2.77	-0.18	3.00	3.18	-0.18	2.59	2.86	-0.27	
	5	90.1	3.75	4.20	-0.45	3.92	4.26	-0.34	4.25	4.57	-0.32	4.11	4.53	-0.42	
ASPBURTON	3	93.0	3.35	3.13	+0.26	3.53	3.18	+0.35	3.36	3.59	-0.23	3.28	3.23	+0.05	
	5	97.8	5.33	4.87	+0.46	4.51	4.92	-0.41	5.64	5.22	+0.42	4.97	5.15	-0.18	
BARCLAY	3	88.8	3.17	2.87	+0.30	2.94	2.90	+0.04	3.48	3.31	+0.17	3.05	2.98	+0.07	
	5	90.0	3.82	4.19	-0.37	4.10	4.26	-0.16	4.63	4.56	+0.07	4.36	4.52	-0.16	
BARRISTER CHARLES C	2	84.9	2.53	2.62	-0.09	2.63	2.65	-0.02	2.82	3.06	-0.24	2.76	2.75	+0.01	
	5	90.9	4.03	4.27	-0.24	4.18	4.33	-0.15	4.33	4.64	-0.31	4.62	4.59	+0.03	
BAY BROOK ELEM	2	93.1	2.88	3.14	-0.26	2.97	3.19	-0.22	3.26	3.59	-0.33	3.02	3.23	-0.21	
	5	93.6	4.39	4.51	-0.12	4.49	4.56	-0.07	4.51	4.86	-0.35	4.74	4.81	-0.07	
BEECHFIELD	3	101.6	3.59	3.68	-0.09	3.61	3.75	-0.14	3.99	4.15	-0.16	3.61	3.73	-0.12	
	5	102.9	5.26	5.32	-0.06	5.24	5.35	-0.11	5.76	5.65	+0.11	5.39	5.56	-0.17	
BELMONT	2	92.7	3.35	3.12	+0.23	3.50	3.16	+0.34	3.79	3.57	+0.22	2.86	2.21	-0.35	
	5	89.2	3.89	4.13	-0.24	4.05	4.20	-0.15	4.57	4.50	+0.07	4.34	4.47	-0.13	
BENTALCU	3	93.4	3.13	3.16	-0.03	3.14	3.21	-0.07	3.70	3.61	+0.09	3.41	3.25	+0.16	
BETSY ROSS	3	91.5	2.72	3.04	-0.32	2.81	3.08	-0.27	3.19	3.49	-0.30	2.98	3.14	-0.16	
BREHNS LANE	3	97.5	3.41	3.42	-0.01	3.58	3.48	+0.10	4.11	3.88	+0.23	3.47	3.49	-0.02	
	5	98.8	5.53	4.96	+0.57	4.88	5.00	-0.12	5.45	5.30	+0.15	5.27	5.23	+0.04	
BROOKLYN	3	93.7	3.11	3.18	-0.07	3.15	3.23	-0.08	3.44	3.63	-0.19	3.37	3.27	+0.10	
	5	96.2	4.52	4.73	-0.21	4.56	4.78	-0.22	4.65	5.08	-0.43	5.15	5.02	+0.13	
CALLAWAY	3	89.5	3.00	2.91	+0.09	2.90	2.95	-0.05	3.43	3.36	+0.07	2.94	3.02	-0.08	
	5	92.8	4.46	4.44	+0.02	4.46	4	-0.03	5.07	4.80	+0.27	4.40	4.75	-0.35	
CARTER GODWIN WOODSON	3	92.2	2.43	3.08	-0.65	2.30	3.13	-0.83	3.11	3.54	-0.43	2.85	3.18	-0.33	
	5	89.8	4.33	4.17	+0.16	4.16	4.24	-0.08	4.81	4.54	+0.27	4.37	4.51	-0.14	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (CECIL - ELMER A. HENDERSON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
CECIL	K-6	661	20.0	92.0	31.0	2.0	13.0	29.7	30.3	29.7	9.7	7,429
CHARLES CARROLL	P-6	1,289	17.2	89.0	72.0	3.0	11.1	19.6	20.0	57.3	8.8	3,742
CHERRY HILL	P-6	796	21.5	93.0	35.0	2.0	10.4	27.1	21.6	43.6	9.7	5,373
CITY SPRINGS	P-6	550	13.1	89.0	40.0	2.0	9.4	25.0	19.0	53.8	8.8	4,027
COLDSTREAM PARK	K-6	616	19.0	94.0	30.4	2.0	8.0	25.0	22.8	22.4	10.1	7,566
COLLINGTON SQUARE	P-6	1,004	21.8	93.0	44.0	2.0	7.9	18.9	10.9	36.0	9.6	7,355
COMMODORE JOHN ROGERS	P-6	927	18.5	88.0	48.0	2.0	8.3	13.5	16.0	34.7	8.4	6,318
COPPIN	K-6	517	19.1	92.0	25.0	2.0	10.7	21.7	22.2	39.0	9.0	6,157
CROSS COUNTRY	K-6	623	18.7	93.0	31.3	2.0	13.1	26.9	15.0	9.0	12.2	13,626
CURTIS BAY	K-6	524	19.4	93.0	26.0	1.0	9.9	35.0	14.8	17.4	9.0	8,738
DAVID E WEGLEIN	P-5	625	16.9	89.0	35.0	2.0	8.8	33.3	27.0	57.5	8.6	3,483
DICKEY HILL	K-6	502	20.9	95.0	23.0	1.0	9.6	28.0	20.8	8.1	12.3	10,298
DR BERNARD HARRIS	P-6	868	20.7	93.0	40.0	2.0	8.1	28.1	11.9	47.2	9.0	5,796
DR MARTIN LUTHER KING, JR.	4-6	1,140	20.7	91.0	53.0	2.0	8.2	21.5	21.8	28.5	9.9	7,572
DUKE ELLINGTON	P-3	322	18.9	85.0	16.0	1.0	8.0	23.0	17.6	NA	NA	NA
EDGECOMB CIRCLE	K-6	1,205	23.9	92.0	48.3	2.0	9.4	24.1	19.9	23.6	11.0	8,470
EDGEWOOD	K-6	643	20.6	94.0	29.1	2.0	15.1	26.5	22.5	23.0	11.1	8,868
ELMER A HENDERSON	K-6	839	21.0	92.0	38.0	2.0	8.5	15.3	20.0	47.9	8.8	5,874

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (CECIL - ELMER A. HENDERSON)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
		SAS	SE			SE			SE			SE		
CECIL	3	90.3	2.70	2.96	-.26	2.06	3.00	-.14	3.18	3.41	-.23	3.02	3.07	-.05
	5	94.1	4.19	4.55	-.36	4.14	4.60	-.46	4.86	4.91	-.05	4.46	4.85	-.39
CHARLES CARROLL OF C	3	89.0	2.61	2.88	-.27	2.76	2.92	-.16	2.99	3.33	-.34	2.78	2.99	-.21
	5	89.6	3.72	4.16	-.44	3.80	4.22	-.42	4.29	4.53	-.24	4.38	4.49	-.11
CHERRY HILL	3	91.3	2.69	3.03	-.34	2.63	3.07	-.44	3.04	3.48	-.44	2.73	3.13	-.40
	5	89.2	4.40	4.12	+.28	3.92	4.19	-.27	4.46	4.49	-.03	4.50	4.46	+.04
CITY SPRINGS	3	85.4	2.47	2.65	-.18	2.78	2.68	+.10	2.88	3.09	-.21	2.77	2.78	-.01
	5	89.7	4.09	4.16	-.07	3.94	4.23	-.29	4.14	4.53	-.39	4.11	4.50	-.39
COLDSTREAM PARK	3	90.9	4.01	3.00	+1.01 *	3.44	3.04	+.40	3.57	3.45	+.12	2.86	3.10	-.24
	5	95.3	4.23	4.65	-.42	4.13	4.70	-.57	5.09	5.01	+.08	4.79	4.95	-.16
COLLINGTON SQUARE	3	86.5	2.60	2.72	-.12	2.71	2.75	-.04	3.07	3.16	-.09	2.73	2.85	-.12
	5	87.1	3.55	3.94	-.39	3.73	4.01	-.28	4.19	4.22	-.13	4.15	4.29	-.14
COMODORE JOHN ROSE	3	85.8	2.39	2.68	-.29	2.40	2.71	-.31	2.88	3.12	-.24	2.70	2.81	-.11
	5	85.7	3.80	3.82	-.02	3.95	3.89	+.06	4.11	4.20	-.09	4.21	4.13	+.03
COPPIN	3	84.9	2.27	2.62	-.35	2.45	2.65	-.20	2.61	3.06	-.45	2.52	2.75	-.23
	5	87.6	3.62	4.16	-.54	4.05	4.22	-.17	4.45	4.53	-.08	4.28	4.49	-.21
CROSS COUNTRY	3	90.0	3.67	3.45	+.22	3.40	3.51	-.11	4.18	3.91	+.27	3.46	3.52	-.06
	5	99.7	5.69	5.04	+.65	5.19	5.08	+.11	5.79	5.38	+.41	5.40	5.30	+.10
CURTIS BAY	3	93.3	2.78	3.15	-.37	2.87	3.20	-.33	3.21	3.61	-.40	2.88	3.25	-.37
	5	93.4	4.49	4.49	+.00	4.68	4.54	+.14	4.73	4.85	-.12	4.87	4.79	+.08
DAVID E WEGLEIN	3	87.3	2.78	2.77	+.01	2.56	2.80	-.24	3.25	3.21	+.04	2.72	2.89	-.03
	5	91.5	3.83	4.32	-.49	3.97	4.38	-.41	4.29	4.69	-.40	4.21	4.64	-.43
DICKEY HILL	3	94.4	2.67	3.22	-.55	2.90	3.27	-.37	3.47	3.68	-.21	3.22	3.31	-.09
	5	95.6	4.72	4.68	+.04	4.50	4.73	-.23	5.21	5.03	+.18	4.84	4.97	-.13
DR BERNARD HARRIS EL	3	88.9	2.30	2.87	-.57	2.53	2.91	-.38	2.87	3.32	-.45	2.89	2.99	-.10
	5	87.0	3.62	3.93	-.31	3.64	4.00	-.36	4.02	4.21	-.29	4.27	4.28	-.01
DR MARTIN LUTHER KING	3	87.2	3.79	3.96	-.17	4.00	4.03	-.03	4.31	4.23	+.02	4.36	4.31	+.05
	5													
DUKE ELLINGTON	3	89.8	2.61	2.93	-.32	2.68	2.97	-.29	2.90	3.38	-.48	2.77	3.04	-.27
	5													
EDGECOMB CIRCLE	3	86.9	2.29	2.75	-.46	2.37	2.78	-.41	2.77	3.19	-.42	2.52	2.87	-.35
	5	89.7	4.02	4.16	-.14	4.06	4.23	-.17	4.37	4.53	-.16	4.37	4.50	-.13
EDGEWOOD	3	93.1	3.15	3.14	+.01	2.75	3.19	-.44	3.69	3.59	+.10	2.89	3.23	-.34
	5	93.4	5.17	4.49	+.68	4.37	4.54	-.17	4.80	4.85	-.05	4.57	4.79	-.22
ELMER A HENDERSON	3	86.0	2.61	2.65	-.08	2.64	2.72	-.08	2.79	3.13	-.34	2.65	2.82	-.17
	5	88.2	3.78	4.03	-.25	3.74	4.10	-.36	4.15	4.41	-.26	4.10	4.38	-.28

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (EUTAW - GRACELAND PARK O'DONNELL)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
EUTAW	P-6	897	18.8	91.0	45.8	2.0	11.0	22.5	20.9	49.0	9.4	5,553
FANNIE L BARBOUR	4-6	421	13.6	89.0	30.0	1.0	10.7	26.6	9.7	45.2	8.1	4,977
FEDERAL HILL	P-6	815	22.0	91.0	35.0	2.0	9.9	21.0	13.5	NA	NA	NA
FORT WORTHINGTON	1-6	993	19.5	95.0	49.0	2.0	9.5	25.7	9.8	22.4	10.1	9,075
FRANKFORD	K-6	756	19.1	94.0	37.5	2.0	13.7	23.3	5.1	3.0	11.4	9,942
FRANKLIN D ROOSEVELT	K-6	365	15.9	93.0	22.0	1.0	11.3	25.0	26.1	25.2	10.7	8,128
FRANKLIN SQUARE	4-6	489	14.0	88.0	33.0	2.0	10.5	16.0	22.9	42.8	8.6	5,822
FURLEY	K-6	701	23.0	94.0	28.5	2.0	7.6	32.7	26.2	3.6	10.4	10,312
FURMAN TEMPLETON	P-6	592	14.8	90.0	38.0	2.0	7.6	24.9	20.0	58.8	NA	NA
GARDENVILLE	K-6	393	19.7	94.0	19.0	1.0	10.5	31.0	20.0	5.0	10.2	10,601
GARRETT HEIGHTS	K-6	528	24.5	95.0	20.5	1.0	9.2	20.5	18.6	4.5	11.0	10,788
GEORGE KELSON	P-6	600	17.4	92.0	33.4	1.0	10.2	18.5	18.6	48.9	NA	NA
GEORGE STREET	K-6	701	19.5	91.0	34.0	2.0	12.1	24.5	22.2	58.2	8.5	3,644
GEORGE WASHINGTON	P-6	684	20.1	92.0	32.0	2.0	7.3	22.6	20.6	36.4	8.2	6,612
GILMOR	K-6	689	21.5	90.0	30.0	2.0	13.0	29.9	15.6	49.8	8.9	5,295
GLENMOUNT	K-6	524	18.0	95.0	27.1	2.0	10.6	30.5	18.9	3.9	10.8	10,853
GOVANS	K-6	466	17.7	95.0	25.4	1.0	11.7	39.0	15.1	6.4	12.4	13,200
GRACELAND PARK O'DONNELL	P-6	669	18.8	90.0	33.5	2.0	8.8	20.3	25.3	40.5	8.8	7,709

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (EUTAW - GRACELAND PARK O'DONNELL)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
		SAS	SE			SE			SE			SE		
EUTAW	3	88.7	2.88	2.86	+0.02	2.84	2.90	-0.06	3.23	3.31	-0.08	2.93	2.98	-0.05
	5	89.9	4.60	4.18	+0.42	4.43	4.25	+0.18	4.68	4.55	+0.13	4.33	4.51	-0.18
FANNIE L BARBOUR	5	88.8	3.83	4.09	-0.26	3.84	4.15	-0.31	4.59	4.46	+0.13	4.60	4.43	+0.17
FEDERAL HILL	3	81.9	2.46	2.43	+0.03	2.61	2.45	+0.16	2.90	2.86	+0.04	2.78	2.58	+0.20
	5	89.1	3.92	4.11	-0.19	4.13	4.10	-0.05	4.23	4.48	-0.25	4.43	4.45	-0.02
FORT WORTHINGTON	3	87.3	2.39	2.77	-0.38	2.51	2.80	-0.29	3.02	3.21	-0.19	2.85	2.89	-0.04
	5	88.9	3.75	4.09	-0.34	3.92	4.16	-0.24	4.09	4.47	-0.38	4.33	4.43	-0.10
FRANKFORD	5	97.0	5.00	4.80	+0.20	5.06	4.85	+0.21	5.23	5.15	+0.08	5.08	5.08	+0.00
FRANKLIN D ROOSEVELT	3	81.6	2.27	2.41	-0.14	2.19	2.43	-0.24	2.46	2.84	-0.38	2.51	2.56	-0.05
	5	85.2	3.86	2.78	+0.08	3.76	3.86	-0.10	4.21	4.16	+0.05	4.56	4.15	+0.41
FRANKLIN SQUARE	5	89.8	4.02	4.17	-0.15	3.99	4.24	-0.25	4.35	4.54	-0.19	4.45	4.52	-0.05
FURLEY	3	93.2	3.55	3.17	+0.38	3.42	3.21	+0.21	3.95	3.62	+0.33	3.77	3.26	+0.51
	5	99.1	4.81	4.99	-0.18	4.85	5.03	-0.18	5.15	5.23	-0.08	4.99	5.25	-0.26
FURMAN TEMPLETON	3	81.1	2.34	2.38	-0.04	2.41	2.40	+0.01	2.53	2.81	-0.28	2.54	2.53	+0.01
	5	85.7	3.48	3.82	-0.34	3.83	3.89	-0.06	3.55	4.20	-0.65	4.26	4.18	+0.08
GARDENVILLE	3	98.1	3.15	3.46	-0.31	3.34	3.52	-0.18	4.00	3.92	+0.08	3.46	3.53	-0.07
	5	103.1	5.23	5.34	-0.11	5.14	5.36	-0.22	5.86	5.66	+0.20	5.43	5.57	-0.14
GARRETT HEIGHTS	3	105.1	3.44	3.91	-0.47	3.63	3.98	-0.35	4.36	4.38	-0.02	3.73	3.94	-0.21
	5	101.9	5.35	5.23	+0.12	5.10	5.26	-0.16	5.55	5.56	-0.01	5.36	5.48	-0.12
GEORGE KELSON	3	80.9	2.24	2.36	-0.12	2.53	2.38	+0.15	2.68	2.80	-0.12	2.54	2.52	+0.02
	5	82.7	3.32	3.55	-0.23	3.57	3.64	-0.07	3.52	3.95	-0.43	3.82	3.94	-0.12
GEORGE STREET	3	84.8	2.62	2.61	+0.01	2.69	2.64	+0.05	3.02	3.05	-0.03	2.67	2.75	-0.08
	5	86.2	3.92	3.86	+0.06	3.93	3.93	+0.00	4.32	4.24	+0.08	4.29	4.22	+0.07
GEORGE WASHINGTON	3	90.9	2.80	3.00	-0.20	2.90	3.04	-0.14	3.36	3.45	-0.09	3.11	3.10	+0.01
	5	94.2	3.77	4.57	-0.80	3.97	4.62	-0.65	4.26	4.92	-0.66	4.33	4.87	-0.54
GILMOR	3	88.8	2.29	2.87	-0.58	2.50	2.90	-0.40	2.97	3.21	-0.24	2.68	2.98	-0.30
	5	86.3	3.61	3.87	-0.26	3.81	3.94	-0.13	3.86	4.25	-0.39	4.07	4.23	-0.16
GLENMOUNT	3	105.6	4.11	3.94	+0.17	3.99	4.01	-0.02	4.86	4.41	+0.45	4.18	3.97	+0.21
	5	109.0	6.14	5.85	+0.29	5.75	5.86	-0.11	6.35	6.16	+0.19	6.02	6.05	-0.03
GOVANS	3	96.2	3.34	3.34	+0.00	3.47	3.39	+0.08	3.90	3.80	+0.10	3.47	3.42	+0.05
	5	99.1	5.13	4.99	+0.14	5.07	5.03	+0.04	5.25	5.23	-0.02	5.27	5.25	+0.02
GRACELAND PK O'DONNELL	3	89.8	4.27	2.93	+1.34	2.88	2.97	-0.09	3.14	3.38	-0.24	3.00	3.04	-0.04
	5	92.2	4.87	4.38	+0.49	4.38	4.44	-0.06	5.25	4.75	+0.50	4.92	4.70	+0.22

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (GROVE PARK - JAMES MONROE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
GROVE PARK	K-6	652	19.7	95.0	31.0	2.0	10.5	22.0	15.1	6.9	12.0	10,506
GUILFORD	K-6	714	22.3	94.0	30.0	2.0	10.2	29.7	21.9	14.3	12.1	10,812
GUILFORD AVENUE	P-6	587	14.3	92.0	39.0	2.0	10.3	22.5	14.6	41.6	10.2	6,260
GWYNNS FALLS	K-6	643	23.1	96.0	25.8	2.0	14.4	30.0	25.2	21.3	11.0	9,194
HAMILTON	K-6	417	19.9	96.0	20.0	1.0	9.1	21.0	9.5	2.3	11.1	10,915
HAMPDEN	K-6	732	20.9	91.0	33.0	2.0	11.3	21.0	22.9	16.9	9.5	8,881
HAMPSTEAD HILL	K-6	398	22.1	90.0	17.0	1.0	8.9	31.0	11.1	14.5	8.2	8,411
HARLEM PARK	K-6	817	21.5	90.0	36.0	2.0	11.3	21.5	23.7	47.6	8.7	5,360
HAZELWOOD	K-6	540	20.4	95.0	24.5	2.0	9.6	28.9	15.1	4.5	10.9	11,217
HIGHLANDTOWN 235	P-6	656	20.5	94.0	31.0	1.0	8.0	31.5	12.5	8.6	8.5	9,076
HIGHLANDTOWN 237	K-6	218	20.8	91.0	9.5	1.0	6.5	22.0	38.1	9.3	8.4	8,709
HILTON	K-6	848	22.6	95.0	35.5	2.0	12.7	26.0	21.3	14.5	11.9	10,305
HOLABIRD	P-6	522	18.0	91.0	28.0	1.0	9.9	31.0	17.2	33.2	8.9	8,637
HOWARD PARK	K-6	795	24.1	95.0	31.0	2.0	11.6	26.3	12.1	7.9	12.0	10,456
IRVINGTON	K-6	489	18.8	92.0	25.0	1.0	8.6	37.8	15.4	11.7	10.4	9,060
JACKIE ROBINSON	4-6	284	16.2	90.0	16.5	1.0	9.7	36.0	17.1	38.4	9.3	6,898
JAMES MC HENRY	P-4	493	17.9	91.0	26.5	1.0	12.4	40.0	29.1	42.1	8.1	5,551
JAMES MONROE	P-6	823	23.2	89.0	33.5	2.0	11.6	25.1	14.1	34.5	8.4	6,684

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (GROVE PARK - JAMES MONROE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS													
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	
		SAS	SE			SE			SE			SE			
GROVE PARK	3	95.1	3.05	3.27	-0.22	3.02	3.32	-0.30	3.91	3.72	+0.19	3.04	3.35	-0.31	
	5	93.5	4.49	4.50	-0.01	4.42	4.55	-0.13	4.87	4.85	+0.02	4.71	4.80	-0.09	
GUILFORD	3	90.1	3.06	2.95	+0.11	3.08	2.99	+0.09	3.59	3.40	+0.19	3.04	3.06	-0.02	
	5	89.7	6.24	4.16	+2.08 *	4.64	4.23	+0.41	4.73	4.53	+0.20	4.20	4.50	-0.30	
GUILFORD AVENUE	3	92.0	2.62	3.07	-0.45	2.64	3.11	-0.47	3.06	3.52	-0.46	3.08	3.17	-0.09	
	5	89.8	3.94	4.17	-0.23	4.08	4.24	-0.16	4.43	4.54	-0.11	4.76	4.51	+0.25	
GWYNNS FALLS	3	95.4	3.28	3.29	-0.01	2.82	3.34	-0.52	3.30	3.74	-0.44	2.88	3.37	-0.49	
	5	94.5	4.38	4.58	-0.20	4.23	4.64	-0.41	4.68	4.94	-0.26	4.66	4.88	-0.22	
HAMILTON	3	104.7	3.21	3.88	-0.67	3.33	3.95	-0.62	3.91	4.35	-0.44	3.38	3.91	-0.53 *	
	5	106.0	5.17	5.59	-0.42	5.32	5.61	-0.29	5.49	5.91	-0.42	5.43	5.81	-0.38	
HAMPDEN	3	90.1	3.94	2.95	+0.99 *	3.85	2.99	+0.86 *	3.14	3.40	-0.26	3.35	3.06	+0.29	
	5	97.2	5.52	4.82	+0.70	5.07	4.87	+0.20	5.42	5.17	+0.25	5.30	5.10	+0.20	
HAMPSTEAD HILL	3	95.5	2.78	3.29	-0.51	3.05	3.35	-0.30	3.40	3.75	-0.35	3.23	3.37	-0.14	
	5	94.2	4.41	4.65	-0.24	4.47	4.70	-0.23	4.52	5.00	-0.48	4.83	4.94	-0.11	
HARLEM PARK	3	86.3	3.38	2.71	+0.67	2.45	2.74	-0.29	2.98	3.15	-0.17	2.73	2.83	-0.10	
	5	87.4	4.34	3.96	+0.38	3.96	4.04	-0.08	4.44	4.34	+0.10	4.55	4.31	+0.24	
HAZELWOOD	3	98.3	4.05	3.47	+0.58	3.98	3.53	+0.45	4.41	3.93	+0.48	3.98	3.54	+0.44	
	5	103.6	5.37	5.38	-0.01	5.18	5.41	-0.23	5.65	5.71	-0.06	5.34	5.61	-0.27	
HIGHLANDTOWN 215	3	94.1	3.35	3.20	+0.15	3.10	3.25	-0.15	3.67	3.66	+0.01	3.21	3.29	-0.08	
	5	96.4	4.72	4.75	-0.03	4.89	4.80	+0.09	5.42	5.10	+0.32	4.89	5.04	-0.15	
HIGHLANDTOWN 237	3	99.9	2.91	3.57	-0.66	2.53	3.64	-1.11 *	3.71	4.04	-0.33	3.20	3.63	-0.43	
	5	94.1	4.45	4.55	-0.10	4.65	4.60	+0.05	5.95	4.91	+1.04 *	5.18	4.85	+0.33	
HILTON	3	97.9	3.61	3.45	+0.16	3.60	3.50	+0.10	4.33	3.91	+0.42	3.48	3.52	-0.04	
	5	97.7	4.89	4.86	+0.03	4.56	4.91	-0.35	5.32	5.21	+0.11	4.49	5.14	-0.65	
HOLABIRD	3	92.7	2.81	3.12	-0.31	2.88	3.16	-0.28	3.32	3.57	-0.25	2.95	3.21	-0.26	
	5	94.4	4.00	4.58	-0.58	4.40	4.63	-0.23	4.67	4.93	-0.26	4.64	4.88	-0.24	
HOWARD PARK	3	88.8	3.36	2.87	+0.49	2.62	2.90	-0.28	3.21	3.21	-0.10	2.84	2.98	-0.14	
	5	94.7	4.24	4.60	-0.36	4.33	4.65	-0.32	5.18	4.96	+0.22	4.79	4.90	-0.11	
IRVINGTON	3	87.1	2.52	2.76	-0.24	2.62	2.79	-0.17	3.09	3.20	-0.11	2.70	2.88	-0.18	
	5	89.8	3.83	4.09	-0.26	4.26	4.15	+0.11	4.27	4.46	-0.19	4.37	4.43	-0.06	
JACKIE ROBINSON	5	91.6	3.90	4.33	-0.43	4.08	4.39	-0.31	4.39	4.69	-0.30	4.59	4.65	-0.06	
JAMES MC PERRY	3	88.4	3.15	2.85	+0.30	3.08	2.89	+0.19	3.30	3.30	+0.00	2.98	2.97	+0.01	
JAMES MONROE	3	83.6	2.31	2.54	-0.23	2.10	2.56	-0.38	2.64	2.97	-0.33	2.42	2.68	-0.26	
	5	91.5	3.28	4.32	-1.04 *	3.65	4.38	-0.73 *	4.14	4.69	-0.55	4.25	4.64	-0.39	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (JAMES MOSHER - MEDFIELD HEIGHTS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
JAMES MOSHER	P-6	696	22.2	96.0	29.4	2.0	11.2	24.7	20.4	16.5	10.8	8,891
JOHN EAGER HOWARD	K-6	924	20.7	90.0	42.6	2.0	10.1	22.0	10.3	30.7	10.0	6,395
JOHN RUHRAH	K-6	422	22.1	95.0	18.0	1.0	9.4	24.0	26.3	9.7	8.6	9,847
JOHNSTON SQUARE	K-6	897	20.4	91.0	41.0	3.0	9.1	22.9	25.0	46.6	8.8	5,266
JOSEPH HARRISON LOCKERMAN	P-6	428	16.6	92.0	24.8	1.0	9.9	32.0	19.4	42.5	8.5	5,853
LAFAYETTE	K-6	763	20.1	94.0	36.0	2.0	12.9	21.0	23.7	24.3	10.2	8,269
LAKELAND	K-6	647	19.0	93.0	32.0	2.0	6.5	23.5	14.7	7.9	10.0	9,014
LEITH WALK	K-5	738	21.3	96.0	32.6	2.0	11.6	29.5	24.9	3.6	12.2	11,530
LEXINGTON TERRACE	P-6	948	19.3	90.0	47.0	2.0	11.6	27.7	20.4	54.6	8.5	3,557
LIBERTY	K-6	931	20.4	93.0	43.6	2.0	7.7	29.0	11.0	11.7	11.7	9,965
LYNDHURST	K-5	1,044	21.3	95.0	47.0	2.0	11.1	28.0	24.5	9.3	11.0	9,530
MADISON SQUARE	P-6	676	19.9	93.0	32.0	2.0	9.3	31.0	17.6	48.3	8.8	5,516
MALCOLM X ELEMENTARY	K-3	505	21.0	90.0	23.0	1.0	8.8	20.0	12.5	20.8	10.5	8,605
MARGARET BRENT	P-6	706	20.2	90.0	33.0	2.0	10.1	30.5	17.1	29.4	9.9	7,434
MARY E RODMAN	K-6	1,023	22.2	94.0	44.0	2.0	11.0	25.9	15.2	10.6	10.8	9,328
MATTHEW A HENSON	K-6	821	21.1	94.0	37.0	2.0	10.5	29.5	20.5	35.7	9.6	7,220
MEDFIELD HEIGHTS	K-6	373	16.2	94.0	22.0	1.0	10.0	38.0	30.4	8.5	11.6	11,017

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (JAMES MOSHER - MEDFIELD HEIGHTS)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
		SAS	SE			SE			SE			SE		
JAMES MOSHER	3	91.4	2.77	3.03	-.26	2.93	3.07	-.14	3.60	3.48	+.12	3.00	3.13	-.13
	5	95.4	4.30	4.66	-.36	4.27	4.71	-.44	5.02	5.01	+.01	4.68	4.96	-.28
JOHN EAGER HOWARD	3	89.6	2.78	2.92	-.14	2.86	2.96	-.10	3.43	3.37	+.06	3.14	3.03	+.11
	5	91.9	4.38	4.36	+.02	4.10	4.42	-.32	4.80	4.72	+.08	4.62	4.67	-.05
JOHN RUMRAH	3	94.1	2.53	3.20	-.67	2.70	3.25	-.55	3.60	3.66	-.06	3.32	3.29	+.03
	5	99.3	4.69	5.00	-.31	4.63	5.04	-.41	5.15	5.34	-.19	5.12	5.27	-.15
JOHNSTON SQUARE	3	93.2	3.29	3.15	+.14	2.47	3.19	-.72	3.37	3.60	-.23	2.89	3.24	-.35
	5	90.0	3.99	4.19	-.20	3.88	4.26	-.38	4.23	4.56	-.33	4.21	4.52	-.31
JOSEPH HARRISON L.	3	85.5	2.73	2.66	+.07	2.79	2.69	+.10	3.59	3.10	+.49	2.90	2.79	+.11
	5	89.4	4.26	4.14	+.12	4.73	4.20	+.53	5.55	4.51	+1.04	4.59	4.47	+.12
LAFAYETTE	3	89.8	2.74	2.93	-.19	2.99	2.97	+.02	3.59	3.38	+.21	3.00	3.04	-.04
	5	90.5	4.33	4.23	+.10	4.28	4.30	-.02	4.91	4.60	+.31	4.60	4.56	+.04
LAKELAND	3	100.0	3.17	3.58	-.41	3.17	3.64	-.47	3.81	4.05	-.24	3.33	3.64	-.31
	5	102.2	5.08	5.26	-.18	5.38	5.29	+.09	5.51	5.59	-.08	5.29	5.50	-.21
LEITH WALK	3	103.6	3.88	3.81	+.07	4.01	3.88	+.13	4.53	4.28	+.25	3.93	3.85	+.08
	5	106.0	5.82	5.59	+.23	5.61	5.61	+.00	6.23	5.91	+.32	5.78	5.81	-.03
LEXINGTON TERRACE	3	91.9	3.56	3.06	+.50	2.91	3.11	-.20	3.44	3.52	-.08	3.20	3.16	+.04
	5	85.3	3.76	3.78	-.02	3.75	3.86	-.11	4.43	4.16	+.27	4.07	4.15	-.08
LIBERTY	3	91.7	2.62	3.05	-.43	2.57	3.09	-.52	3.18	3.50	-.32	2.93	3.15	-.22
	5	92.0	3.72	4.37	-.65	3.84	4.42	-.58	4.21	4.72	-.52	4.44	4.68	-.24
LYNCHURST	3	89.7	2.66	2.92	-.26	2.78	2.96	-.18	3.52	3.37	+.15	2.93	3.03	-.10
	5	91.0	4.49	4.28	+.21	4.50	4.34	+.16	5.34	4.64	+.70	4.89	4.60	+.29
MADISON SQUARE	3	90.3	2.53	2.96	-.43	2.78	3.00	-.22	3.17	3.41	-.24	2.87	3.07	-.20
	5	89.1	3.78	4.11	-.33	3.96	4.18	-.22	4.11	4.48	-.37	3.98	4.45	-.47
MALCOLM X ELEM	2	92.2	2.66	3.09	-.43	2.73	3.13	-.40	3.22	3.54	-.32	2.79	3.19	-.40
MARGARET BRENT	3	89.6	2.67	2.92	-.25	2.75	2.96	-.21	3.30	3.37	-.07	2.84	3.03	-.19
	5	90.3	4.69	4.22	+.47	4.50	4.28	+.22	4.52	4.59	-.07	4.70	4.55	+.15
MARY E RODMAN	3	88.9	2.66	2.87	-.21	2.63	2.91	-.28	3.39	3.32	+.07	2.95	2.99	-.04
	5	94.0	3.88	4.54	-.66	4.18	4.59	-.41	4.54	4.90	-.36	4.53	4.84	-.31
MATTHEW A PENSEN	3	91.4	2.68	3.03	-.35	2.79	3.07	-.28	3.32	3.48	-.16	3.05	3.13	-.08
	5	93.4	4.09	4.49	-.40	3.95	4.54	-.59	4.48	4.85	-.37	4.58	4.79	-.21
MEDFIELD HEIGHTS	3	96.5	3.47	3.36	+.11	3.22	3.41	-.19	3.90	3.82	+.08	3.37	3.43	-.06
	5	104.0	4.73	5.41	-.68	4.95	5.44	-.49	5.35	5.74	-.39	5.68	5.65	+.03

* SEE APPENDIX C, PAGES C-6 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (MONTEBELLO - SAMUEL COLERIDGE TAYLOR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
MONTEBELLO	P-6	963	24.1	93.0	38.0	2.0	7.1	24.4	17.5	14.6	10.7	10,062
MORAVIA PARK PRIMARY					NO RESOURCE DATA AS OF 9/75							
MORDECAI GIST	K-6	566	19.5	92.0	28.0	1.0	10.0	21.0	13.8	11.7	11.8	9,726
MORRELL	K-6	423	16.9	94.0	24.0	1.0	9.3	34.0	8.0	11.4	9.1	9,529
MT ROYAL	K-6	479	13.7	94.0	33.0	2.0	10.4	23.7	22.9	26.8	11.8	8,079
MT WASHINGTON	K-6	362	19.6	97.0	17.5	1.0	15.0	28.0	24.3	7.2	12.7	16,612
MT WINANS	K-6	252	14.0	92.0	17.0	1.0	8.5	29.0	11.1	59.6	9.3	3,893
NORTH BEND	K-6	661	19.4	91.0	32.0	2.0	8.1	16.5	17.6	NA	NA	NA
NORTHWOOD	K-6	913	21.2	95.0	41.0	2.0	10.5	26.0	25.6	5.4	12.1	11,973
OLIVER CROMWELL	P-6	750	25.9	95.0	28.0	1.0	10.5	18.0	17.2	33.1	9.2	6,792
PATAPSCO	P-6	611	20.4	91.0	28.0	2.0	12.0	16.5	26.7	47.9	9.4	4,349
PATRICK HENRY	K-4	228	16.3	90.0	13.0	1.0	12.8	31.0	0.0	30.0	9.3	7,843
PIMLICO	K-6	1,558	19.9	92.0	75.4	3.0	9.4	22.2	18.4	17.3	10.5	8,385
RAGNEL HEIGHTS	K-6	694	19.2	93.0	34.1	2.0	8.2	36.4	8.3	6.4	11.1	10,139
ROBERT FULTON	K-6	439	19.1	91.0	22.0	1.0	14.0	27.0	26.1	33.5	9.0	6,458
ROBERT W COLEMAN	K-6	428	19.5	92.0	21.0	1.0	13.5	24.5	22.7	33.6	9.7	6,936
ROSEMONT	P-6	743	21.2	92.0	33.0	2.0	10.2	22.7	11.4	22.0	9.7	8,398
RUTLAND	K-6	741	17.6	91.0	40.0	2.0	8.1	25.0	9.5	38.0	9.3	6,604
SAMUEL COLERIDGE TAYLOR	P-6	629	15.5	89.0	38.5	2.0	13.7	23.0	7.4	56.3	8.4	4,169

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (MONTEBELLO - SAMUEL COLERIDGE TAYLOR)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL	
		AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE
MONTEBELLO	3 5	88.4 90.8	2.34 3.98	2.84 4.26	-.50 -.28	2.37 3.93	2.88 4.32	-.51 -.39	2.82 4.32	3.29 4.63	-.47 -.31	2.61 4.25	2.96 4.59	-.35 -.34
MORAVIA PK PRIMARY	3	92.0	3.17	3.07	+.10	3.03	3.11	-.08	3.57	3.52	+.05	3.21	3.17	+.04
MORDECAI GIST	3 5	89.7 89.1	2.68 3.98	2.92 4.11	-.24 -.13	2.59 4.05	2.96 4.18	-.37 -.13	2.98 4.24	3.37 4.48	-.39 -.24	2.80 4.41	3.03 4.45	-.23 -.04
MORRELL	3 5	91.5 102.6	3.61 4.60	3.04 5.29	+.57 -.69	3.42 4.81	3.08 5.32	+.34 -.51	3.75 5.18	3.49 5.62	+.26 -.44	3.47 5.12	3.14 5.53	+.33 -.41
MT ROYAL	3 5	104.6 105.9	3.86 5.56	3.87 5.58	-.01 -.02	3.67 5.30	3.94 5.60	-.27 -.30	4.39 6.30	4.35 5.90	+.04 +.40	4.08 6.46	3.91 5.80	+.17 +.66
MT WASHINGTON	3 5	110.8 115.4	4.66 6.99	4.27 6.41	+.39 +.58	4.69 6.85	4.35 6.41	+.34 +.48	5.12 7.49	4.75 6.70	+.37 +.79	4.75 7.11	4.27 6.56	+.48 +.55
MT WINANS	3 5	83.0 88.0	2.31 3.66	2.50 4.02	-.19 -.36	2.45 3.56	2.52 4.09	-.07 -.53	2.57 3.83	2.93 4.39	-.36 -.56	2.26 3.86	2.64 4.36	-.38 -.50
NORTH BEND	3 5	88.7 90.2	2.60 3.70	2.86 4.21	-.26 -.51	2.85 3.98	2.90 4.27	-.05 -.29	3.06 4.39	3.31 4.58	-.25 -.19	2.91 4.30	2.98 4.54	-.07 -.24
NORTHWOOD	3 5	88.7 96.8	3.23 4.83	2.86 4.78	+.37 +.05	3.11 4.79	2.90 4.83	+.21 -.04	3.58 5.08	3.31 5.13	+.27 -.05	3.37 5.25	2.98 5.07	+.39 +.18
OLIVER CROMWELL	3 5	95.6 88.2	2.63 3.90	3.30 4.03	-.67 -.13	2.90 3.64	3.35 4.10	-.45 -.46	3.38 4.15	3.76 4.41	-.38 -.26	3.14 4.10	3.38 4.38	-.24 -.28
PATAPSCO	3 5	84.6 88.2	2.45 3.72	2.60 4.02	-.15 -.31	2.49 3.89	2.63 4.10	-.14 -.21	2.86 4.39	3.04 4.41	-.18 -.02	2.69 4.18	2.73 4.38	-.04 -.20
PATRICK HENRY	3	84.7	2.36	2.61	-.25	2.65	2.63	+.02	2.87	3.04	-.17	2.66	2.74	-.08
PINLICK	3 5	86.0 88.3	2.49 3.80	2.69 4.04	-.20 -.24	2.64 4.00	2.72 4.11	-.08 -.11	3.04 4.31	3.13 4.42	-.09 -.11	2.73 4.28	2.82 4.39	-.09 -.11
RACNEL HEIGHTS	3 5	89.9 91.6	2.72 4.06	2.94 4.33	-.22 -.27	2.81 4.10	2.98 4.39	-.17 -.29	3.20 4.37	3.38 4.69	-.18 -.32	2.90 4.36	3.05 4.65	-.15 -.29
ROBERT FULTON	3 5	87.0 88.8	2.51 3.78	2.77 4.09	-.24 -.31	2.60 3.79	2.78 4.15	-.18 -.36	3.03 4.43	3.20 4.46	-.17 -.03	2.90 4.40	2.88 4.43	+.02 -.03
ROBERT W COLEMAN	3 5	91.4 86.8	3.09 4.63	3.03 3.91	+.06 +.72	2.36 3.82	3.07 3.98	-.71 * -.16	3.12 4.28	3.48 4.29	-.36 -.01	2.60 4.39	3.13 4.27	-.53 * +.12
ROSEMONT	3 5	97.0 87.2	2.99 3.55	3.39 3.96	-.40 -.41	2.73 3.92	3.44 4.03	-.71 * -.11	3.65 4.42	3.85 4.23	-.20 +.09	3.00 4.15	3.46 4.31	-.46 -.16
RUTLAND	3 5	88.8 90.5	2.47 4.23	2.87 4.23	-.40 +.00	2.33 3.74	2.90 4.30	-.57 -.56	2.93 4.06	3.31 4.60	-.38 -.54	2.74 4.16	2.98 4.56	-.24 -.40
SAMUEL COLERIDGE T.	3 5	94.8 97.0	2.92 4.74	3.25 4.80	-.33 -.06	2.55 4.80	3.30 4.85	-.75 * -.05	3.61 4.27	3.71 5.15	-.08 -.28	3.22 5.02	3.33 5.08	-.11 -.06

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (SAMUEL F.B. MORSE - WINDSOR HILLS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
SAMUEL F B MORSE	4-6	639	21.3	90.0	28.0	2.0	11.0	30.7	20.0	26.0	8.2	7,170
SARAH M ROACH	K-6	493	21.4	95.0	22.0	1.0	12.4	31.0	21.7	NA	NA	NA
SINCLAIR LANE	K-6	748	22.0	93.0	32.0	2.0	10.6	28.3	11.8	16.7	10.0	9,751
SPRINGHILL	P-3	724	18.6	91.0	38.0	1.0	8.0	19.5	7.7	25.1	10.1	8,054
ST HELENA	K-6	45	22.5	91.0	2.0	0.0	16.0	0.0	0.0	46.4	8.9	6,351
STEUART HILL	P-4	823	21.2	88.0	36.8	2.0	9.6	28.0	35.6	34.3	8.3	6,201
TENCH TILGHMAN	K-6	724	19.1	91.0	36.0	2.0	6.3	25.0	13.1	25.8	8.3	6,942
THOMAS G HAYES	P-6	633	16.2	93.0	37.0	2.0	10.2	23.5	17.9	51.9	8.8	3,931
THOMAS JEFFERSON	K-6	430	23.9	96.0	17.0	1.0	13.4	27.0	44.4	4.0	12.0	11,684
THOMAS JOHNSON	K-6	813	23.9	92.0	32.0	2.0	10.6	25.9	17.6	14.9	8.5	8,597
VICTORY	P-6	397	14.2	89.0	27.0	1.0	4.5	25.0	17.9	48.5	9.7	2,703
VIOLETVILLE	K-6	403	20.3	95.0	18.8	1.0	11.9	16.8	14.1	5.6	9.4	10,193
WAVERLY	K-6	707	22.6	94.0	29.3	2.0	7.6	34.7	25.5	15.9	11.6	10,154
WESTSIDE	P-6	817	18.3	93.0	42.5	2.0	12.4	39.5	19.1	39.1	10.0	5,862
WILLIAM FELL	4-6	316	13.6	86.0	22.2	1.0	12.9	25.0	19.8	21.7	8.1	7,368
WILLIAM M ALEXANDER	P-6	394	12.3	90.0	31.0	1.0	13.0	29.5	21.9	49.0	8.7	5,083
WILLIAM PACA	K-6	911	21.2	91.0	41.0	2.0	8.5	27.3	18.6	15.9	8.4	8,713
WINDSOR HILLS	P-6	495	19.0	93.0	25.0	1.0	12.1	24.0	11.5	13.9	11.5	9,920

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (SAMUEL F. B. MORSE - WINDSOR HILLS)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL	
		AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND ACRP	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE
SAMUEL F. B. MORSE	5	88.4	4.07	4.05	+0.02	4.08	4.12	-0.04	4.52	4.43	+0.09	4.47	4.39	+0.08
SARAH M. ROACH	3	93.9	2.99	3.19	-0.20	2.96	3.24	-0.28	3.66	3.65	+0.01	3.16	3.28	-0.12
	5	90.5	4.66	4.23	+0.43	4.28	4.30	-0.02	4.80	4.60	+0.20	4.77	4.56	+0.21
IND. AIR LANE	3	96.0	3.03	3.33	-0.30	3.25	3.38	-0.13	3.91	3.78	+0.13	3.29	3.40	-0.11
	5	93.8	4.53	4.52	+0.01	4.50	4.58	-0.08	4.89	4.88	+0.01	4.88	4.83	+0.05
SPRINGMILL	3	85.7	2.29	2.67	-0.38	2.57	2.70	-0.13	2.83	3.11	-0.28	2.61	2.80	-0.19
ST. HELENA	3	107.2	4.40	4.04	+0.36	3.83	4.12	-0.29	4.95	4.52	+0.43	4.48	4.06	+0.42
	5	104.0	5.70	5.41	+0.29	5.47	5.44	+0.03	7.27	5.74	+1.53	5.93	5.65	+0.28
STUART HILL	3	87.3	2.36	2.77	-0.41	2.65	2.80	-0.15	2.88	3.21	-0.33	2.75	2.89	-0.14
TENCH TILGHRAN	3	89.3	2.54	2.90	-0.36	2.54	2.94	-0.40	2.97	3.35	-0.38	2.67	3.01	-0.34
	5	91.3	4.10	4.30	-0.20	3.99	4.37	-0.38	4.31	4.67	-0.36	4.29	4.63	-0.34
THOMAS G. PATES	3	88.1	2.19	2.82	-0.63	2.35	2.86	-0.51	2.97	3.27	-0.30	2.68	2.94	-0.26
	5	85.1	3.57	3.76	-0.19	3.74	3.34	-0.40	3.89	4.15	-0.26	4.30	4.13	+0.17
THOMAS JEFFERSON	3	80.5	3.33	2.34	+0.99	3.32	2.36	+0.96	3.71	2.77	+0.94	3.36	2.49	+0.87
	5	95.4	5.23	4.66	+0.57	5.23	4.71	+0.52	5.42	5.01	+0.41	5.17	4.96	+0.21
THOMAS JOHNSON	3	91.1	2.85	3.01	-0.16	2.82	3.06	-0.24	3.25	3.46	-0.21	3.24	3.12	+0.12
	5	94.4	4.53	4.58	-0.05	4.49	4.63	-0.14	4.74	4.93	-0.19	4.88	4.88	+0.00
VICTORY	3	87.4	2.70	2.78	-0.08	2.65	2.81	-0.16	2.91	3.22	-0.31	2.61	2.90	-0.29
	5	84.1	4.01	3.68	+0.33	4.15	3.76	+0.39	4.21	4.06	+0.15	4.25	4.05	+0.20
VIOLETVILLE	3	101.0	3.44	3.64	-0.20	3.63	3.71	-0.08	4.13	4.11	+0.02	3.57	3.70	-0.13
	5	101.2	5.14	5.17	-0.03	5.24	5.20	+0.04	5.32	5.50	-0.18	5.57	5.42	+0.15
WAVERLY	3	98.0	2.95	3.45	-0.50	3.12	3.51	-0.39	3.39	3.91	-0.52	3.14	3.52	-0.38
	5	97.4	4.34	4.84	-0.50	4.53	4.88	-0.35	4.98	5.18	-0.20	4.89	5.12	-0.23
WESTSIDE	3	85.2	2.61	2.64	-0.03	2.92	2.67	+0.25	3.00	3.08	-0.08	2.69	2.77	-0.08
	5	87.2	3.86	3.95	-0.09	4.03	4.02	+0.01	4.14	4.22	-0.08	3.98	4.30	-0.32
WILLIAM FELL	5	89.9	4.42	4.18	+0.24	4.21	4.25	-0.04	4.61	4.55	+0.06	4.58	4.51	+0.07
WILLIAM M. ALEXANDER	3	83.4	2.18	2.52	-0.34	2.16	2.55	-0.39	2.56	2.96	-0.40	2.30	2.66	-0.36
	5	88.5	3.70	4.06	-0.36	3.78	4.13	-0.35	4.05	4.43	-0.38	4.09	4.40	-0.31
WILLIAM PACA	3	86.6	2.36	2.73	-0.37	2.62	2.76	-0.14	2.94	3.17	-0.23	2.72	2.85	-0.13
	5	90.7	4.23	4.25	-0.02	4.09	4.31	-0.22	4.17	4.62	-0.45	4.51	4.58	-0.07
WINDSOR HILLS	3	84.6	3.38	2.60	+0.78	3.35	2.63	+0.72	3.94	3.04	+0.90	3.12	2.73	+0.39
	5	95.3	7.10	4.65	+2.45	5.81	4.70	+1.11	5.61	5.01	+0.60	5.12	4.95	+0.17

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (WINSTON - CALVERTON)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
WINSTON	K-6	1,044	24.5	94.0	40.6	2.0	11.1	21.9	15.5	13.4	12.0	10,481
WM PINDERHUGHES	P-6	506	15.8	90.0	31.0	1.0	6.9	39.0	12.5	44.6	8.6	5,284
WOODHOME	K-6	464	15.5	95.0	29.0	1.0	7.8	24.0	13.3	2.2	11.0	11,257
YORKWOOD	K-6	688	22.4	95.0	28.7	2.0	14.0	31.0	16.3	6.0	12.0	10,888
CANTON ELEMENTARY & JR HI	K-9	2,196	18.9	82.0	111.2	5.0	7.8	22.7	17.4	17.5	8.5	8,808
CHINQUAPIN MIDDLE	6-8	1,630	16.5	90.0	95.0	4.0	8.0	18.0	21.2	NA	NA	NA
FALLSTAFF	6-8	792	14.6	92.0	52.1	2.0	7.2	25.5	21.3	10.5	12.0	12,437
FRANCIS SCOTT KEY	K-9	1,257	19.3	85.0	62.0	3.0	10.4	22.7	26.1	21.5	8.4	7,942
HARFORD HEIGHTS	P-7	1,692	17.1	93.0	95.0	4.0	10.3	16.8	30.3	NA	NA	NA
ROBERT POOLE	K-9	1,561	18.0	91.0	82.6	4.0	9.8	16.7	18.5	15.1	9.8	9,060
ROLAND PK ELEM 7 JR HI	K-9	1,229	18.9	94.0	62.0	3.0	10.5	28.2	20.0	8.0	12.4	13,203
WILLIAM S BAER	7-9	241	4.5	91.0	51.5	2.0	12.0	29.1	23.4	NA	NA	NA
BALTIMORE CITY COLLEGE	9-12	968	16.1	70.0	57.0	3.0	14.3	14.1	45.0	29.7	10.5	8,142
BALTIMORE POLYTECHNIC INS	9-12	2,161	19.6	93.0	107.0	3.0	14.1	23.3	32.7	10.0	11.4	10,662
BENJAMIN FRANKLIN	7-9	1,034	19.1	85.0	51.0	3.0	11.5	20.0	25.9	21.4	9.4	8,578
BOOKER T WASHINGTON	7-9	1,272	18.0	79.0	67.6	3.0	11.1	20.5	22.1	47.3	9.3	5,404
CALVERTON	7-9	2,190	18.9	76.0	111.0	5.0	8.8	22.4	23.3	24.3	10.0	8,051

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BALTIMORE CITY (WINSTON - CALVERTON)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS													
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	
WINSTON	3	85.6	2.82	2.66	+0.16	2.86	2.69	+0.17	3.53	3.10	+0.43	2.99	2.79	+0.20	
	5	92.5	4.43	4.41	+0.02	4.52	4.47	+0.05	5.03	4.77	+0.26	4.63	4.72	-0.09	
WM PINDERHUGHES	3	84.9	2.63	2.62	+0.01	2.63	2.65	-0.02	2.76	3.06	-0.30	2.64	2.75	-0.11	
	5	80.6	3.83	3.37	+0.46	4.00	3.46	+0.54	4.15	3.77	+0.38	4.09	2.77	+0.32	
WOODHORE	3	100.8	4.28	3.63	+0.65	4.16	3.69	+0.47	4.41	4.10	+0.31	3.89	3.69	+0.20	
	5	99.7	5.69	5.04	+0.65	5.48	5.08	+0.40	5.85	5.38	+0.47	5.62	5.30	+0.32	
YORKWOOD	3	104.8	4.05	3.89	+0.16	3.82	3.96	-0.14	4.82	4.36	+0.46	3.92	3.92	+0.00	
	5	103.8	5.65	5.40	+0.25	5.52	5.42	+0.10	6.13	5.72	+0.41	5.56	5.63	-0.07	
CANTON ELEM + JR	2	94.9	2.75	3.26	-0.51	3.11	3.31	-0.20	3.55	3.71	-0.16	3.17	2.34	-0.17	
	5	95.4	4.39	4.66	-0.27	4.68	4.71	-0.03	4.97	5.01	-0.04	5.07	4.96	+0.11	
	7	92.0	5.66	5.61	-0.05	5.81	5.73	+0.08	5.93	5.88	+0.05	6.16	5.99	+0.17	
	9	96.4	7.33	7.49	-0.16	7.62	7.43	+0.19	7.70	7.61	+0.09	7.87	7.65	+0.22	
CHINQUAPIN MIDDLE	7	96.6	6.02	6.17	-0.15	5.99	6.24	-0.25	6.45	6.40	+0.05	6.35	6.50	-0.15	
FALLSTAFF	7	100.1	6.67	6.60	+0.07	6.59	6.62	-0.03	7.06	6.79	+0.27	6.59	6.88	-0.29	
FRANCIS SCOTT KEY	2	98.4	2.94	3.48	-0.54	3.27	3.54	-0.27	4.36	3.94	+0.42	4.11	2.54	+0.57 *	
	5	98.8	4.93	4.96	-0.03	4.80	5.00	-0.20	5.08	5.30	-0.22	4.83	5.23	-0.40	
	7	92.0	5.46	5.61	-0.15	5.72	5.73	-0.01	5.94	5.88	+0.06	5.99	5.99	+0.00	
	9	97.5	7.07	7.63	-0.56	7.30	7.57	-0.27	7.25	7.74	-0.49	7.56	7.79	-0.23	
HARFORD HEIGHTS	3	90.9	2.96	3.00	-0.04	3.02	3.04	-0.02	3.28	3.45	-0.17	3.05	3.10	-0.05	
	5	96.9	4.62	4.79	-0.17	4.51	4.64	-0.13	4.57	5.14	-0.57	4.88	5.08	-0.20	
	7	118.0	8.48	8.77	-0.29	8.14	8.58	-0.44	8.72	8.79	-0.07	8.05	8.85	-0.80 *	
ROBERT POOLE	3	92.2	3.31	3.08	+0.23	2.79	3.13	-0.34	3.47	3.54	-0.07	3.28	3.18	+0.10	
	5	96.4	4.49	4.75	-0.26	4.24	4.80	-0.56	4.91	5.10	-0.19	4.80	5.04	-0.24	
	7	90.2	5.86	5.40	+0.46	5.93	5.54	+0.39	6.11	5.68	+0.43	6.28	5.79	+0.49	
ROLAND PK ELEM + JR	3	107.5	4.16	4.06	+0.10	4.23	4.14	+0.09	4.62	4.54	+0.08	4.22	4.08	+0.14	
	5	103.7	5.04	5.39	-0.35	5.08	5.42	-0.34	5.45	5.71	-0.26	5.49	5.62	-0.13	
	7	89.8	5.66	5.35	+0.31	5.69	5.49	+0.20	5.84	5.64	+0.20	5.84	5.75	+0.09	
	9	92.2	7.28	6.95	+0.33	7.15	6.90	+0.25	7.35	7.14	+0.21	7.22	7.14	+0.08	
WILLIAM S BAER	2	92.8	3.54	3.12	+0.42	3.59	3.17	+0.42	4.41	3.57	+0.84 *	3.67	3.22	+0.45	
	9	87.5	6.30	6.34	-0.04	5.33	6.31	-0.98 *	6.01	6.62	-0.61	5.83	6.57	-0.74 *	
BALTO CITY COLLEGE	9	86.3	6.47	6.18	+0.29	6.69	6.16	+0.53	6.45	6.49	-0.04	6.99	6.43	+0.56 *	
BALTO POLYTECHNIC	9	116.4	10.15	10.07	+0.08	9.99	9.95	+0.04	10.28	9.84	+0.44	10.69	10.09	+0.60 *	
BENJAMIN FRANKLIN	7	92.5	5.94	5.68	+0.26	5.86	5.79	+0.07	6.00	5.94	+0.06	6.34	6.04	+0.30	
	9	95.8	7.50	7.41	+0.09	7.20	7.35	-0.15	7.50	7.55	-0.05	7.86	7.58	+0.28	
ECKER T WASHINGTON	1	86.2	4.99	4.92	+0.07	5.16	5.11	+0.05	5.18	5.24	-0.06	5.39	5.36	+0.03	
	9	89.2	6.09	6.56	-0.47	6.13	6.52	-0.39	6.72	6.81	-0.09	6.55	6.78	-0.23	
CALVERTON	7	86.5	4.96	4.95	+0.01	5.17	5.13	+0.04	5.50	5.27	+0.23	5.54	5.39	+0.15	
	9	89.4	6.63	6.58	+0.05	6.26	6.55	-0.29	7.03	6.83	+0.20	6.73	6.80	-0.07	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (CHERRY HILL - NORTHERN)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
										PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)				
CHERRY HILL	7-9	1,162	20.0	84.0	55.0	3.0	10.6	17.8	17.2	39.7	10.2	6,682
CLIFTON PARK	7-9	1,105	16.0	82.0	65.0	4.0	10.5	23.2	21.7	34.0	9.5	6,826
EASTERN	9-12	1,373	18.3	71.0	72.0	3.0	9.9	19.1	25.3	32.2	10.3	7,932
EDGAR ALLEN POE	7-12	394	14.9	57.0	24.5	2.0	11.4	17.7	20.7	37.1	9.5	7,026
FAIRMOUNT HILL	9-12	400	10.3	77.0	37.0	2.0	8.2	23.8	15.4	44.3	8.9	6,047
FOREST PARK	9-12	1,243	13.4	79.0	89.5	3.0	10.1	20.5	30.3	26.3	10.8	8,556
GARRISON	7-9	1,531	16.8	85.0	87.0	4.0	10.3	22.3	20.9	18.3	11.3	9,144
GREENSPRING	7-9	2,287	19.5	83.0	113.0	4.0	8.7	19.4	17.1	21.9	11.0	8,879
GWYNNS FALLS PARK	7-9	1,646	20.1	80.0	79.0	3.0	8.6	17.0	21.9	20.2	10.1	8,478
HAMILTON	7-9	1,658	19.3	85.0	82.0	4.0	11.9	37.7	23.8	5.4	10.8	10,704
HAMPSTEAD HILL	7-9	2,532	20.8	75.0	116.5	5.0	10.8	17.4	21.0	24.0	8.5	8,089
HARLEM PARK	7-9	2,129	18.2	77.0	111.0	6.0	9.5	23.6	18.8	41.7	8.8	5,627
HERRING RUN	7-9	2,804	19.3	86.0	140.0	5.5	8.2	18.5	21.6	17.3	10.1	9,478
HOUSTON WOODS	7-12	1,239	15.3	73.0	78.1	3.0	11.3	20.3	21.0	44.1	9.3	5,947
JANE ADAMS	9-12	81	6.2	85.0	12.0	1.0	12.4	43.0	30.8	32.8	9.6	7,580
JOSIAH DIGGS	7-9	459	14.8	77.0	29.0	2.0	9.3	28.1	16.1	NA	NA	NA
LOMBARD	7-9	1,318	14.3	78.0	87.0	5.0	7.7	21.0	22.8	50.6	8.9	5,025
NORTHERN	9-12	2,793	20.2	88.0	133.5	5.0	12.6	20.6	38.3	NA	NA	NA

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (CHERRY HILL - NORTHERN)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

		SKILL AREA												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
		SAS	GE			GE			GE			GE		
CHERRY HILL	7	87.4	4.81	5.06	-0.25	5.16	5.23	-0.07	5.45	5.37	+0.08	5.44	5.48	-0.04
	9	91.2	6.28	6.62	-0.34	6.13	6.77	-0.64	7.02	7.03	-0.01	6.66	7.02	-0.36
CLIFTON PARK	7	89.2	4.97	5.27	-0.30	5.23	5.43	-0.20	5.52	5.57	-0.05	5.31	5.68	-0.37
	9	88.6	6.20	6.48	-0.28	5.92	6.45	-0.53	6.57	6.74	-0.17	6.28	6.71	-0.43
EASTERN	9	84.4	6.34	5.94	+0.40	6.52	5.92	+0.60	6.95	6.28	+0.67	6.78	6.19	+0.59
EDGAR ALLEN PCE	7	97.0	4.37	6.02	-1.65	4.33	6.28	-1.95	5.15	6.44	-1.29	4.10	6.54	-2.44
	9	85.5	6.26	6.08	+0.18	5.76	6.05	-0.29	6.55	6.40	+0.15	6.50	6.33	+0.17
FAIRMOUNT HILL	9	83.0	5.98	5.76	+0.22	5.66	5.74	-0.08	6.17	6.12	+0.05	6.09	6.02	+0.07
FOREST PARK	9	89.2	7.08	6.56	+0.52	6.46	6.52	-0.06	7.27	6.81	+0.46	6.74	6.78	-0.04
GARRISON	7	93.7	5.44	5.82	-0.38	5.49	5.92	-0.43	5.93	6.07	-0.14	5.91	6.18	-0.27
	9	90.0	6.98	6.66	+0.32	6.63	6.62	+0.01	7.31	6.90	+0.41	7.16	6.88	+0.28
GREENSPRING	7	91.2	5.36	5.53	-0.17	5.22	5.66	-0.44	5.83	5.80	+0.03	5.71	5.91	-0.20
	9	91.8	6.76	6.99	-0.23	6.36	6.85	-0.49	7.01	7.10	-0.09	6.84	7.09	-0.25
GWYNNS FALLS PARK	7	91.6	5.55	5.57	-0.02	5.43	5.69	-0.26	5.79	5.84	-0.05	5.81	5.95	-0.14
	9	94.4	6.89	7.23	-0.34	6.71	7.18	-0.47	7.59	7.39	+0.20	7.34	7.41	-0.07
HAMILTON	7	96.0	5.95	6.10	-0.15	6.04	6.17	-0.13	6.41	6.33	+0.08	6.29	6.43	-0.14
	9	97.4	7.33	7.62	-0.29	7.28	7.56	-0.28	7.70	7.72	-0.02	7.41	7.78	-0.37
HAMPSTEAD HILL	7	89.0	5.24	5.25	-0.01	5.53	5.40	+0.13	5.72	5.55	+0.17	5.64	5.66	-0.02
	9	91.5	6.78	6.86	-0.08	6.82	6.81	+0.01	7.13	7.07	+0.06	7.16	7.06	+0.10
HARLEM PARK	7	86.3	5.07	4.92	+0.15	5.18	5.11	+0.07	5.48	5.24	+0.24	5.72	5.36	+0.36
	9	92.0	6.76	6.92	-0.16	6.62	6.86	-0.24	7.23	7.12	+0.11	6.82	7.12	-0.30
HERRING RUN	7	94.2	5.73	5.68	-0.05	5.85	5.97	-0.12	6.16	6.13	+0.03	6.15	6.23	-0.08
	9	94.9	7.29	7.29	+0.00	7.21	7.24	-0.03	7.55	7.45	+0.10	7.45	7.47	-0.02
HOUSTON WOODS	7	85.4	4.62	4.81	-0.19	4.83	5.01	-0.18	5.41	5.14	+0.27	5.20	5.26	-0.06
	9	89.7	6.12	6.62	-0.50	6.07	6.58	-0.51	6.70	6.87	-0.17	6.53	6.84	-0.31
JANE ADAMS	9	84.3	6.25	5.93	+0.32	6.48	5.90	+0.58	6.52	6.26	+0.26	6.23	6.13	+0.09
JOSIAH DIGGS	7	81.5	4.94	4.34	+0.60	5.14	4.58	+0.56	5.16	4.71	+0.45	5.62	4.84	+0.78
	9	90.9	6.42	6.78	-0.36	6.72	6.74	-0.02	6.72	7.00	-0.28	7.18	6.99	+0.19
LONGFORD	7	83.6	4.78	4.59	+0.19	4.93	4.81	+0.12	5.13	4.94	+0.19	5.37	5.07	+0.30
	9	86.5	5.96	6.21	-0.25	6.05	6.18	-0.13	6.43	6.51	-0.08	6.28	6.45	-0.17
NORTHERN	9	92.1	7.05	6.93	+0.12	6.96	6.89	+0.07	7.51	7.13	+0.38	7.27	7.13	+0.14

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (NORTHERN PKWY JR. HIGH - WOODROW WILSON)

TABLE 3. SCHOOL LEVEL - COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
NORTHERN PKWY JR HIGH	7-9	2,572	18.7	85.0	133.0	4.5	8.1	16.8	21.1	7.7	11.8	11,046
NORTHWESTERN	9-12	2,391	20.1	78.0	114.8	4.0	12.2	22.5	31.6	22.2	11.3	9,623
PIMLICO	7-9	2,499	20.3	84.0	119.0	4.0	8.2	20.2	21.9	18.1	11.7	10,117
ROCK GLEN	7-9	2,534	19.5	83.0	125.0	5.0	11.0	21.2	19.2	11.9	10.3	9,549
SAMUEL GOMPERS	8-12	262	9.7	65.0	26.0	1.0	8.0	20.0	11.1	NA	NA	NA
SOUTHWESTERN	9-12	2,013	20.0	77.0	98.5	2.0	10.7	19.3	23.4	22.7	9.6	8,553
WESTERN	9-12	2,280	19.3	92.0	114.0	4.0	13.1	28.7	38.1	15.9	11.4	10,182
WILLIAM LEMMEL	7-9	2,330	20.1	79.0	112.0	4.0	10.4	21.5	21.5	22.3	10.9	8,660
WOODROW WILSON	9-12	139	10.7	83.0	12.0	1.0	14.4	41.0	38.5	26.2	8.8	7,808

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCE OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY (NORTHERN PKWY JUNIOR HIGH - WOODROW WILSON)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE CITY
SCHOOL SYSTEM

..... SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE
		SAS	GE	NORM		GE	NORM		GE	NCRP		GE	NCRP	
NORTHERN PKWY JUNIOR	7	94.7	5.76	5.94	-0.18	5.63	6.03	-0.40	6.41	6.10	+0.23	6.25	6.29	-0.04
	9	93.9	7.26	7.17	+0.09	7.14	7.11	+0.03	7.56	7.33	+0.23	7.40	7.35	+0.05
NORTHWESTERN	9	93.7	7.30	7.14	+0.16	7.07	7.09	-0.02	7.49	7.21	+0.18	7.13	7.33	-0.20
PIMLICO	7	88.2	5.25	5.17	+0.08	5.13	5.33	-0.20	5.71	5.47	+0.24	5.65	5.58	+0.07
	9	90.6	7.18	6.74	+0.44	6.54	6.70	-0.16	7.35	6.97	+0.38	7.00	6.95	+0.05
ROCK GLEN	7	92.8	5.74	5.71	+0.03	5.70	5.82	-0.12	6.23	5.97	+0.26	6.17	6.08	+0.09
	9	92.8	7.06	7.02	+0.04	6.85	6.98	-0.13	7.52	7.21	+0.31	7.14	7.22	-0.08
SAMUEL GOMPERS		NO TEST RESULTS AVAILABLE												
SOUTHWESTERN		NO TEST RESULTS AVAILABLE												
WESTERN	9	114.1	10.35	9.77	+0.58	10.19	9.66	+0.53	10.83	9.59	+1.24	10.08	9.81	+0.27
WILLIAM LEMMEL	7	89.7	5.38	5.34	+0.04	5.29	5.48	-0.19	5.62	5.62	+0.00	5.61	5.74	-0.13
	9	90.7	7.02	6.75	+0.27	6.74	6.71	+0.03	7.24	6.98	+0.26	6.99	6.96	+0.03
WOODROW WILSON	9	80.5	4.83	5.44	-0.61	5.37	5.42	-0.05	5.40	5.84	-0.44	6.19	5.72	+0.47

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Baltimore County



Narrative Report for Inclusion in MAP III

From the beginning year of the Maryland Accountability Program, a concerted effort has been made to weave together activities required by the program into Baltimore County's on-going sequence of program development, implementation, and evaluation. To teachers, administrators, other staff members, and the public, it has been stressed at meetings and in print that "the Accountability Program should not be considered apart from what is going on instructionally, nor be perceived as isolated activities mandated to fulfill the requirements of the law, or the implementation of the law as seen by the Maryland State Department of Education; but, rather, considered as an integral phase in Baltimore County's efforts in program development and evaluation." With the passage of each year such a position is more evident -- and seemingly, more sensible.

The closer ties between program development and program evaluation, which have been accelerated by the Maryland Accountability Program, are an important change, but difficult to describe. Historically, the weakest link in the cycle of program development, program implementation, program evaluation, and the subsequent modification of the program on the basis of evaluation, has been the area of evaluation and measurement of how well students progressed toward stated program goals and objectives. Whereas, in years past, program evaluation was more or less talked about, it has in recent years become a more evident and important component of the cycle. The closer ties between program development and program evaluation also have necessitated a closer working relationship among personnel working in both areas. Attesting to this cooperative spirit is a new computer program designed to compare the performance of students on any two standardized tests. The Offices of Reading, Mathematics, Testing, Data Processing, and Research worked cooperatively on the program.

Changes also have occurred in the area of program development. Greater care and a good deal more specificity are evident in the goals and objectives each program has been designed to attain. A recent document prepared by the Office of Elementary Education attests to these changes. In revising and refining the scope and sequence of basic experiences in English, grades 4-6, each of the content areas was analyzed to see which accountability goals in reading and writing were evident. A portion of the document is displayed below for illustrative purposes.

A review of the selected section of the chart illustrates the close relationship between the content of the program and the State and local goals to be attained by students.

A Sequence of Basic Experiences in English 4-6
Composing and Interpreting

Part I. Interpreting and Composing Informative Materials

Content: Composing Informative Materials, Informative Reports

Accountability in Reading:

- State Goal 1 - To utilize a variety of reading materials
- Local Goal 2 - To locate a variety of print or non-print materials
- State Goal 3 - To comprehend various reading materials
- Local Goal 3 - To apply appropriate reading strategies: locating information, using media center
- Local Goal 4 - To interpret materials by drawing conclusions, making generalizations, making comparisons and contrasts, etc.

Functional Reading Vol. I: pp. II-1 to II-55

Accountability in Writing:

- State Goal 2 - To write an informative report
 - Local Goals 1 and 5 - To write an informative report
 - State Goal 3 - To write an initial draft and revised copy
 - Local Goal 2 - To write an initial draft and revised copy
-

Another major impact in Baltimore County has been to impress upon all teachers the need for them to assist in the development of reading and writing skills. As stated by the Coordinator for the Office of English-Language Arts, "Just as we involved interdisciplinary teams in the development of systemwide and local school goals, we are now initiating activities to promote the involvement of all teachers toward these goals":

- . An interdisciplinary group of teachers and supervisors produced a bulletin, Accountability in Reading and Writing: Everybody's Business, which offers suggestions for ways to help students read and write better - suggestions which can be used by any classroom teacher;
- . Many principals have invited specialists and supervisors from the English Office or English teachers within their own schools to teach demonstration lessons and/or discuss skill development with complete faculties;
- . To complement the inservice program "Reading in the Content Areas," we have offered "Teaching Writing in the Content Areas," open to teachers other than English teachers. The course is described: An analysis of the relationship of content to form; an analysis of the steps in the composing process (pre-writing revision); an analysis of types of writing used in various content areas (letters, essays, reports);
- . Many principals in the secondary schools have set up interdisciplinary committees serving throughout the school year to coordinate teachers' efforts in achieving the goals; and
- . In secondary schools, English Departments have made available to their faculties the resource bulletin, A Sequence of Composing, Interpreting, and Language Activities, on which most of their goals are based.

Minicourses, workshops, seminars, and visitations have been utilized extensively to accomplish the activities described by the Coordinator of English-Language Arts and to communicate the results of the Maryland Accountability Program to the education community. Efforts to interpret results to reading teachers, for example, have been twofold and conducted during a professional study day in the spring of the year. One thrust is to have the reading teachers feel comfortable with the information contained in the printout sheets; to understand what the data mean and

to be able to convey a meaningful interpretation of the data to the local school staff. A second thrust has focused on the use of accountability data as a basis for analyzing the patterns of achievement of the local school as well as the patterns of achievement of individual pupils within the schools. Using scatter matrices, the achievement of an individual student or group of students is plotted for two points in time. Pupil performance in grade 3 was compared with performance of the same students in grade 5; grade 5 performance was compared with the same group of students in grade 7. Analyses of this nature highlight differences in student performance at two points in time and indicate the performance level at which differences occur. For example, in a number of schools, the fifth-grade performance of students, when compared with their third-grade performance, was lower than one would expect. The differences were mostly among third graders who performed rather well. For the reading teachers of these schools, the data signaled a need to look at this particular group of students more closely.

For administrators, a minicourse entitled A Follow-Up on Accountability was conducted during the spring of 1976. The responsibility and coordination for the course was a shared one and included the Coordinators for Reading, Mathematics, English-Language Arts, a Supervisor of Reading, the Principals of the two Pilot Accountability Schools, a Specialist from the Maryland State Department of Education, and the Accountability Coordinator for Baltimore County. The focus of the course was to help local school personnel utilize accountability results and evaluate the effectiveness of their own school program. Several similar workshop sessions are being planned for the 1976-77 school year.

Efforts to interpret the results of the Maryland Accountability Program to the general public have been made primarily through meetings, news releases, and printed documents. Presentations have been made to the Board of Education, the five Area Advisory Councils, Parent/Teacher Association groups, and the parents of individual schools. To the parents of the students enrolled in each school, a summary of the county's performance on the IOWA Tests of Basic Skills and Cognitive Abilities Tests and similar information for the individual school is sent home. Other summary documents appear in the newspapers.

In addition to providing results of the Maryland Accountability Program to the educational community and the public, considerable energy has been extended toward the use of assessment data. Mainly computer programs have been developed to maximize possible instructional interpretation from the statistical test data. One such effort was mentioned above. Others would include a careful item analysis of grade 7 and grade 9 IOWA Tests of Basic Skills results by the Office of Mathematics; and, subsequently, judging the curricular importance of items frequently missed by students.

The results were shared with the mathematics department chairpersons, which resulted in suggestions for improving those skill areas represented by select test items. At a later date, the computer program was reworked to report not only the percent of students answering an item correctly on the IOWA Tests of Basic Skills, but also the percent selecting each distractor. From a curricular point of view, the revised output helped the Office of Mathematics better explain why students missed an item and whether or not the missed item was a function of a deficiency in the mathematics program.

A number of computer programs capable of crossing achievement on the ICWA Tests of Basic Skills and ability as measured by the Cognitive Abilities Test also have been developed. Both the Offices of Reading and Mathematics use these results to analyze the performance of students across different ability levels.

As noted in the opening paragraphs of the narrative, there exists a logical relationship with program development, program evaluation, and subsequently, modification of a program. Seemingly, this is a simple process. It can be deceptively simple unless a good deal of common sense is exercised! Many difficult questions need thoughtful consideration. For example, how extensive should a program be modified solely on the basis of student performance on the IOWA Tests of Basic Skills? Some, certainly; and, as indicated above, Baltimore County has been making some program modification on the basis of the test results. More importantly, however, these changes reflect more than test scores; they reflect an effort to better understand the entire process of evaluation and its relation to program development and modification. In concert with other groups, the Office of English-Language Arts has developed a resource guide to enhance this better understanding. Assessing Pupil Progress in English is designed to assist teachers with the evaluation of reading, writing, and language skills.

The purpose of the guide is a better understanding of the evaluative process: (1) to describe the place of assessment in the instructional program; (2) to illustrate the ways in which various devices and techniques can be used for assessment in English; (3) to provide a guide for developing teacher-made tests; (4) to suggest ways of interpreting standardized tests and using the results; (5) to develop a point of view about grading which is commensurate with the goals of the program. Each section of the guide will be the focus of study in a series of monthly meetings during the 1976-77 school year.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
630,400	\$15,635	4.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
123,174	\$14,892	\$25,282	10.6	22.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
40.0%	18.0	94.8%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,344.33	\$996.24	74.1%	\$28.13

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.1%	\$8.66	0.6%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

BALTIMORE COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	8,077	97.47	106	106.5	15.14	3.96	1.06
	5	8,933	97.96	106	107.8	14.91	5.54	1.47
	7	10,151	97.31	27	106.2	15.05	7.32	1.74
	9	10,833	95.69	28	107.1	15.76	8.87	1.88
(2) READING COMPRE- HENSION (ITBS)	3	8,077	97.52	106	106.5	15.14	4.03	1.18
	5	8,933	98.01	106	107.8	14.91	5.71	1.36
	7	10,151	97.29	27	106.2	15.05	7.24	1.59
	9	10,833	95.73	28	107.1	15.76	8.78	1.81
(3) SPELLING (ITBS)	3	8,077	97.24	106	106.5	15.14	4.53	1.30
	5	8,933	97.86	106	107.8	14.91	6.05	1.64
	7	10,151	97.22	27	106.2	15.05	7.57	1.98
	9	10,833	95.86	28	107.1	15.76	8.85	2.14
(4) CAPITAL- IZATION (ITBS)	3	8,077	97.30	106	106.5	15.14	4.34	1.26
	5	8,933	97.87	106	107.8	14.91	6.04	1.63
	7	10,151	97.34	27	106.2	15.05	7.59	1.97
	9	10,833	95.94	28	107.1	15.76	8.89	2.18
(5) PUNCTUATION (ITBS)	3	8,077	97.28	106	106.5	15.14	4.54	1.42
	5	8,933	97.87	106	107.8	14.91	6.12	1.57
	7	10,151	97.28	27	106.2	15.05	7.35	1.96
	9	10,833	95.94	28	107.1	15.76	8.69	2.21

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE +
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	8,077	97.28	106	106.5	15.14	4.25	1.33
	5	8,933	97.86	106	107.8	14.91	5.73	1.61
	7	10,151	97.78	27	106.2	15.05	7.33	2.00
	9	10,833	95.90	28	107.1	15.76	8.59	2.22
(7) LANGUAGE TOTAL (ITBS)	3	8,077	97.15	106	106.5	15.14	4.43	1.17
	5	8,933	97.83	106	107.8	14.91	6.00	1.42
	7	10,151	97.09	27	106.2	15.05	7.48	1.74
	9	10,833	95.73	28	107.1	15.76	8.77	1.94
(8) MATHEMATICAL CONCEPTS (ITBS)	3	8,077	96.95	106	106.5	15.14	4.06	0.96
	5	8,933	97.93	106	107.8	14.91	6.30	1.49
	7	10,151	97.10	27	106.2	15.05	7.91	1.69
	9	10,833	96.00	28	107.1	15.76	9.19	1.86
(9) MATHEMATICAL PROBLEMS (ITBS)	3	8,077	96.94	106	106.5	15.14	3.94	1.02
	5	8,933	97.93	106	107.8	14.91	5.67	1.35
	7	10,151	96.97	27	106.2	15.05	7.45	1.65
	9	10,833	96.03	28	107.1	15.76	8.89	1.85
(10) MATHEMATICAL TOTAL (ITBS)	3	8,077	96.92	106	106.5	15.14	4.03	0.93
	5	8,933	97.92	106	107.8	14.91	6.01	1.35
	7	10,151	96.95	27	106.2	15.05	7.70	1.58
	9	10,833	95.98	28	107.1	15.76	9.07	1.75

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	105.0	105.9	106.5
	5	105.7	105.7	107.8
	7	103.8	104.2	106.2
	9	103.8	104.1	107.1
VOCABULARY (ITBS)	3	3.88	3.94	3.96
	5	5.54	5.51	5.54
	7	7.34	7.31	7.32
	9	8.91	8.87	8.87
READING COMPREHENSION (ITBS)	3	3.94	4.02	4.03
	5	5.61	5.65	5.71
	7	7.30	7.27	7.24
	9	8.75	8.76	8.78
LANGUAGE TOTAL (ITBS)	3	4.24	4.38	4.43
	5	5.88	5.90	6.00
	7	7.50	7.42	7.48
	9	8.72	8.71	8.77
MATHEMATICAL TOTAL (ITBS)	3	3.99	4.00	4.03
	5	5.97	5.94	6.01
	7	7.78	7.71	7.70
	9	9.09	9.06	9.07

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

BALTIMORE COUNTY (ARBUTUS - CHURCH LANE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ARBUTUS	K-6	494	20.6	96.5	22.0	2.0	9.1	22.2	31.3	1.2	11.5	12,080
BACK RIVER	K-6	292	18.3	95.0	15.0	1.0	7.7	20.0	37.5	3.9	9.9	10,277
BALTIMORE HIGHLANDS	K-5	680	20.9	95.1	30.5	2.0	9.5	22.8	27.7	4.5	10.1	9,544
BATTLE GROVE	P-6	633	19.2	95.4	31.0	2.0	11.8	20.0	39.4	7.7	10.0	10,106
BEAR CREEK	K-6	670	18.6	96.1	34.0	2.0	11.4	35.0	19.4	2.6	11.7	11,153
BEDFORD	K-5	416	18.9	94.8	20.0	2.0	11.8	23.5	50.0	1.4	12.3	14,139
BERKSHIRE	K-6	535	21.0	96.6	23.5	2.0	9.9	27.3	33.3	1.3	9.9	10,665
CAMPFIELD	K-6	423	18.0	95.9	21.5	2.0	10.8	24.9	38.3	0.7	12.4	14,322
CARNEY	K-6	404	17.4	96.9	21.2	2.0	13.1	23.0	47.4	4.0	11.5	12,079
CARROLL MANOR	K-6	577	21.0	97.4	25.5	2.0	13.4	23.0	34.5	4.7	12.4	16,346
CATONSVILLE	K-6	531	18.6	95.8	26.5	2.0	10.8	27.1	35.1	3.9	11.4	12,368
CEDARMERE	K-6	671	20.3	95.9	31.0	2.0	9.0	22.8	24.2	6.7	12.0	11,587
CHADWICK	K-6	402	19.1	96.2	19.0	2.0	11.7	19.5	52.4	0.0	12.4	12,110
CHAPEL HILL	P-6	429	17.9	96.3	22.0	2.0	8.5	14.5	29.2	3.7	11.3	12,089
CHARLESMONT	K-6	545	17.9	96.3	28.5	2.0	9.2	24.5	19.7	6.5	10.9	10,509
CHASE	P-6	702	20.3	94.8	32.5	2.0	10.2	20.7	26.1	9.0	10.8	10,778
CHESAPEAKE TERRACE	P-6	270	18.7	96.0	12.4	2.0	12.2	24.0	16.7	8.0	9.8	10,360
CHURCH LANE	K-6	628	19.9	95.5	29.5	2.0	10.6	21.0	47.6	2.3	12.3	13,410

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (ARBUTUS - CHURCH LANE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY
SCHOOL SYSTEM

		SKILL AREAS												
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE
		SA5	SE			SE			SE			SE		
ARBUTUS	3	110.0	2.81	4.22	-.41	3.91	4.30	-.39	4.36	4.70	-.34	4.08	4.23	-.15
	5	110.8	5.60	6.01	-.41	5.77	6.02	-.25	5.97	6.31	-.34	6.17	6.19	-.02
BACK RIVER	3	102.2	3.51	3.73	-.22	3.67	3.79	-.12	4.07	4.20	-.13	3.60	3.77	-.17
	5	97.9	4.84	4.88	-.04	4.85	4.92	-.07	5.08	5.23	-.15	5.22	5.16	+0.06
BALTIMORE HIGHLANDS	3	104.5	3.81	3.87	-.06	3.93	3.94	-.01	4.12	4.34	-.22	3.83	3.90	-.07
	5	105.4	5.21	5.54	-.33	5.17	5.56	-.39	5.38	5.86	-.48	5.40	5.76	-.36
BATTLE GROVE	3	107.4	3.68	4.05	-.37	3.85	4.13	-.28	4.25	4.53	-.28	3.87	4.07	-.20
	5	101.6	4.86	5.20	-.34	4.54	5.24	-.30	5.25	5.54	-.29	5.46	5.45	+0.01
BEAR CREEK	3	101.0	3.55	3.64	+0.31	3.73	3.71	+0.02	4.34	4.11	+0.23	3.98	3.70	+0.28
	5	108.0	5.24	5.76	-.52	5.51	5.78	-.27	5.98	6.30	-.10	6.03	5.97	+0.06
BEDFORD	3	113.0	4.50	4.41	+0.09	4.79	4.50	+0.29	5.16	4.90	+0.26	4.28	4.40	-.12
	5	112.3	6.34	6.14	+0.20	6.27	6.14	+0.13	6.89	6.44	+0.45	6.49	6.31	+0.18
BERKSHIRE	3	101.3	3.52	3.66	-.14	3.49	3.73	-.24	3.85	4.13	-.28	3.69	3.71	-.02
	5	107.1	4.81	5.68	-.87	5.31	5.70	-.39	5.82	6.00	-.18	5.56	5.89	-.33
CAMPFIELD	3	103.4	3.86	3.80	+0.06	4.01	3.87	+0.14	4.02	4.27	-.25	3.81	3.84	-.03
	5	107.4	5.45	5.71	-.26	5.55	5.73	-.18	6.01	6.03	-.02	5.64	5.92	-.28
CARNEY	3	106.3	4.23	3.98	+0.25	4.03	4.06	-.03	4.63	4.46	+0.17	4.39	4.01	+0.38
	5	105.9	5.71	5.58	+0.13	5.95	5.60	+0.35	6.20	5.90	+0.30	6.05	5.80	+0.25
CARROLL MANOR	3	110.3	4.51	4.24	+0.27	4.63	4.32	+0.31	5.14	4.72	+0.42	4.45	4.24	+0.21
	5	112.2	6.39	6.13	+0.26	6.41	6.14	+0.27	6.60	6.43	+0.17	6.81	6.20	+0.51
CATONSVILLE	3	105.5	4.16	3.96	+0.20	4.14	4.03	+0.11	4.48	4.43	+0.05	4.00	3.98	+0.02
	5	108.6	5.62	5.82	-.20	5.95	5.83	+0.12	5.99	6.13	-.14	6.24	6.01	+0.23
CEDARMERE	3	106.9	4.44	4.02	+0.42	4.41	4.10	+0.31	4.56	4.50	+0.06	4.54	4.04	+0.50
	5	108.0	5.40	5.76	-.36	5.71	5.78	-.07	5.88	6.08	-.20	5.98	5.97	+0.01
CHADWICK	3	102.2	3.68	3.72	-.04	3.80	3.79	+0.01	4.14	4.19	-.05	3.73	3.77	-.04
	5	106.4	5.15	5.62	-.47	5.44	5.64	-.20	5.52	5.94	-.42	5.76	5.84	-.08
CHAPEL HILL	3	106.7	5.34	5.65	-.31	5.62	5.67	-.05	5.87	5.97	-.10	5.83	5.86	-.03
	5	106.7	5.34	5.65	-.31	5.62	5.67	-.05	5.87	5.97	-.10	5.83	5.86	-.03
CHARLESMONT	3	99.7	3.37	3.56	-.19	3.35	3.62	-.27	3.65	4.03	-.38	3.42	3.62	-.20
	5	108.2	4.86	5.78	-.92	5.38	5.80	-.42	5.65	6.09	-.44	5.44	5.98	-.54
CHASE	3	104.0	3.13	3.84	-.71	3.48	3.91	-.43	3.88	4.21	-.43	3.64	3.87	-.23
	5	100.9	5.04	5.14	-.10	5.13	5.18	-.05	5.31	5.48	-.17	5.32	5.40	-.08
CHESAPEAKE TERRACE	3	109.5	3.77	4.19	-.42	4.05	4.27	-.22	4.55	4.47	-.12	4.05	4.20	-.15
	5	109.0	5.88	5.65	+0.03	5.66	5.66	-.20	6.17	6.16	-.03	5.83	6.05	-.22
CHURCH LANE	3	111.8	4.29	4.33	-.04	4.42	4.42	+0.00	4.76	4.82	-.06	4.37	4.33	+0.04
	5	112.5	6.03	6.16	-.13	6.07	6.16	-.09	6.74	6.45	+0.29	6.74	6.33	+0.41

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (COCKEYSVILLE - GLENMAR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
COCKEYSVILLE	K-6	424	20.6	97.0	18.6	2.0	11.6	27.5	29.1	6.2	12.1	13,300
COLGATE	K-6	373	19.0	94.2	17.6	2.0	7.6	10.0	28.6	4.1	9.9	10,729
CROMWELL VALLEY	K-6	453	20.1	97.5	20.5	2.0	12.2	19.1	44.4	1.1	12.6	17,746
DEEP CREEK	K-6	406	22.5	95.3	16.0	2.0	6.6	19.0	38.9	4.1	11.2	9,957
DEER PARK	K-5	674	20.3	95.1	31.2	2.0	9.5	20.5	54.8	3.6	12.2	13,562
DUNDALK	K-6	672	22.1	95.4	37.5	2.0	11.2	24.7	25.3	10.2	10.8	9,719
EASTWOOD	K-6	266	16.8	96.7	14.0	1.8	10.2	24.2	43.0	6.9	9.6	10,687
EDGEHURST	K-6	585	18.3	95.8	30.0	2.0	10.5	23.5	34.4	6.9	10.1	10,775
EDMONSON HEIGHTS	K-6	752	20.2	97.0	35.3	2.0	11.3	24.0	50.9	3.4	12.1	11,818
ELMWOOD	K-6	727	20.8	95.4	33.0	2.0	12.2	35.1	42.9	6.1	11.0	10,705
ESSEX	K-6	605	19.8	96.0	28.5	2.0	13.7	27.5	32.8	4.9	10.1	11,272
FEATHERBED LANE	K-6	467	17.6	96.3	24.5	2.0	10.3	30.3	35.8	2.4	12.2	12,385
FIFTH DISTRICT	K-6	366	20.5	93.2	16.9	1.0	14.2	19.0	28.0	9.5	11.8	11,111
FORT GARRISON	K-6	412	19.8	95.5	18.8	2.0	7.5	19.9	52.9	2.3	12.8	24,589
FORT HOWARD	P-6	120	12.6	96.3	8.5	1.0	9.9	18.0	15.8	21.3	9.4	10,309
FRANKLIN	1-6	720	20.6	96.2	33.0	2.0	12.9	22.5	40.0	5.9	12.1	11,752
FULLERTON	K-6	648	22.0	96.9	27.5	2.0	9.3	23.3	27.1	3.0	11.1	11,690
GLENMAR	K-6	537	17.3	95.9	29.0	2.0	9.5	24.0	27.4	8.8	10.2	10,195

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (COCKEYSVILLE - GLENMAR)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY
SCHOOL SYSTEM

SKILL AREAS															
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	
		SAS	SE			SE			SE			SE			
COCKEYSVILLE	3	108.7	3.83	4.13	-.30	3.94	4.21	-.27	4.12	4.61	-.49	4.00	4.15	-.15	
	5	109.2	5.47	5.87	-.40	5.34	5.88	-.04	5.83	6.18	-.35	6.17	6.06	+.11	
COLGATE	3	102.1	3.40	3.71	-.31	3.70	3.78	-.08	4.09	4.18	-.09	3.77	3.76	+.01	
	5	102.1	5.11	5.25	-.14	5.19	5.28	-.09	5.51	5.58	-.07	5.36	5.49	-.13	
CROMWELL VALLEY	3	113.9	4.70	4.47	+.23	5.13	4.56	+.57	5.42	4.55	+.87	4.66	4.45	+.21	
	5	114.7	6.81	6.35	+.46	6.76	6.35	+.41	7.47	6.64	+.83	6.80	6.50	+.30	
DEEP CREEK	3	96.3	3.31	3.34	-.03	3.46	3.40	+.06	3.73	3.80	-.07	3.50	3.42	+.08	
	5	106.8	5.17	5.66	-.49	5.52	5.68	-.16	5.61	5.97	-.36	5.78	5.87	-.09	
DEER PARK	3	108.7	4.30	4.13	+.17	4.30	4.21	+.09	4.87	4.61	+.26	4.25	4.15	+.10	
	5	110.9	5.85	6.02	-.13	6.09	6.03	+.06	6.33	6.22	+.11	6.20	6.20	+.00	
DUNCALK	3	103.9	3.96	3.83	+.13	3.80	3.90	-.10	4.41	4.30	+.11	3.81	3.87	-.06	
	5	103.8	5.01	5.40	-.39	5.23	5.42	-.19	5.93	5.72	+.21	5.67	5.63	+.04	
EASTWOOD	3	99.1	2.92	3.52	-.60	2.97	3.58	-.61	3.13	3.99	-.86	3.10	3.59	-.49	
	5	106.5	5.27	5.63	-.36	5.26	5.65	-.39	5.55	5.95	-.40	5.77	5.85	-.08	
EDGEHIRE	3	104.2	3.81	3.65	+.16	3.80	3.92	-.12	4.51	4.22	+.29	3.92	3.88	+.04	
	5	103.3	5.20	5.35	-.15	5.37	5.38	-.01	6.04	5.68	+.36	5.88	5.59	+.29	
EDMONSON HEIGHTS	3	110.0	4.24	4.22	+.02	4.38	4.30	+.08	4.75	4.70	+.05	4.19	4.23	-.04	
	5	110.0	5.70	5.94	-.24	5.78	5.95	-.17	6.16	6.24	-.08	6.06	6.13	-.07	
ELMWOOD	3	103.6	4.03	3.81	+.22	4.00	3.88	+.12	4.51	4.28	+.23	4.30	3.85	+.45	
	5	105.1	5.26	5.51	-.23	5.45	5.53	-.08	5.81	5.83	-.02	5.82	5.73	+.09	
ESSEX	3	100.2	3.74	3.59	+.15	3.84	3.65	+.19	4.01	4.06	-.05	3.79	3.65	+.14	
	5	110.0	5.45	5.94	-.49	5.64	5.95	-.31	5.69	6.24	-.55	5.88	6.13	-.25	
FEATHERBED LANE	3	106.1	3.83	3.97	-.14	4.13	4.04	+.09	4.84	4.44	+.40	4.00	4.00	+.00	
	5	103.8	5.42	5.40	+.02	5.56	5.42	+.14	6.14	5.72	+.42	5.64	5.63	+.01	
FIFTH DISTRICT	3	108.6	4.06	4.13	-.07	3.97	4.21	-.24	4.19	4.61	-.42	3.93	4.14	-.21	
	5	109.2	5.78	5.87	-.09	5.98	5.88	+.10	6.26	6.18	+.08	6.42	6.06	+.36	
FORT GARRISON	3	111.3	4.77	4.30	+.47	4.75	4.39	+.36	5.14	4.79	+.35	4.47	4.30	+.17	
	5	113.4	6.46	6.23	+.23	6.24	6.24	+.00	6.97	6.53	+.44	6.74	6.40	+.34	
FORT HOWARD	3	103.0	3.40	3.77	-.37	3.47	3.84	-.37	4.22	4.24	-.02	3.63	3.81	-.18	
	5	102.9	5.29	5.32	-.03	5.62	5.35	+.27	5.69	5.65	+.04	6.11	5.56	+.55	
FRANKLIN	3	108.9	4.05	4.15	-.10	3.99	4.23	-.24	4.32	4.63	-.31	3.90	4.16	-.26	
	5	109.6	5.36	5.90	-.54	5.64	5.92	-.28	5.74	6.21	-.47	6.00	6.09	-.09	
FULLERTON	3	110.6	4.06	4.26	-.20	4.37	4.34	+.03	4.56	4.74	-.18	4.16	4.26	-.10	
	5	107.6	5.88	5.73	+.15	6.00	5.75	+.25	6.15	6.04	+.11	6.07	5.93	+.14	
GLENMAR	3	99.2	3.70	3.53	+.17	3.78	3.59	+.19	3.98	3.99	-.01	3.67	3.59	+.08	
	5	103.0	5.31	5.33	-.02	5.39	5.36	+.03	5.60	5.65	-.05	5.71	5.56	+.15	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (GRANGE - LUTHERVILLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
GRANGE	K-6	518	20.7	95.2	23.0	2.0	6.9	23.5	28.0	3.1	11.3	11,487
GRAY MANOR	K-6	475	17.6	96.9	24.0	3.0	10.7	14.5	29.6	7.9	10.1	10,963
GUNPOWDER	K-6	467	17.6	97.3	24.5	2.0	10.8	18.8	54.7	3.5	11.7	12,849
HALETHORPE	K-6	180	15.8	95.8	9.4	2.0	8.6	16.5	64.9	4.1	11.4	11,879
HAMPTON	K-6	358	17.5	97.6	18.5	2.0	13.6	32.0	43.9	0.1	12.7	18,805
HARFORD HILLS	K-6	542	20.5	97.0	24.5	2.0	10.1	15.0	45.3	2.7	12.1	12,546
HAWTHORNE	K-6	801	20.0	94.5	38.0	2.0	8.5	29.7	32.5	5.2	11.4	10,339
HEBBVILLE	K-6	526	21.7	95.7	22.3	2.0	13.8	16.3	48.5	2.0	12.3	12,713
HERNWOOD	K-5	317	19.6	95.8	14.2	2.0	12.9	18.0	48.1	10.6	12.1	13,979
HILLCREST	K-6	493	21.1	96.5	21.3	2.0	9.5	20.3	35.6	4.1	12.3	13,262
HILLENDALE	K-6	776	21.1	95.9	34.8	2.0	9.4	34.3	32.1	4.6	12.3	11,808
INVERNESS	4-6	610	19.9	95.7	28.7	2.0	10.3	28.5	38.1	3.8	11.2	10,628
JOHNNYCAKE	K-6	485	16.7	96.8	27.0	2.0	11.1	22.3	27.6	2.7	12.1	13,058
KINGSVILLE	K-6	564	20.4	97.2	25.7	2.0	15.8	18.5	28.9	2.6	12.2	13,003
LANDOWNE	K-5	444	19.8	95.2	20.5	2.0	11.8	14.8	48.8	5.6	9.9	10,103
LOCH RAVEN	K-6	695	19.7	96.5	33.4	1.8	9.1	29.0	37.5	2.9	12.1	11,409
LOGAN	K-3	508	17.2	96.4	27.5	2.0	9.5	18.5	30.5	5.6	10.7	10,705
LUTHERVILLE	K-6	549	18.5	97.5	27.6	2.0	11.9	34.5	45.9	2.0	12.6	15,227

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (GRANGE - LUTHERVILLE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	SKILL AREAS													
	GRADE		BULARY		READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE
GRANGE	3	106.5	3.55	3.99	-0.44	3.64	4.07	-0.43	3.70	4.47	-0.77 *	3.74	4.02	-0.28
	5	110.6	5.12	5.99	-0.87	5.65	6.00	-0.35	5.87	6.29	-0.42	6.32	6.17	+0.15
GRAY MANOR	3	102.8	3.57	3.76	-0.19	3.58	3.83	-0.25	4.01	4.23	-0.22	3.67	3.80	-0.13
	5	100.6	4.65	5.12	-0.47	4.55	5.15	-0.16	4.82	5.45	-0.63	4.78	5.37	-0.59
GUNPOWDER	3	110.4	4.32	4.26	+0.06	4.48	4.34	+0.14	4.72	4.74	-0.01	4.35	4.26	+0.09
	5	112.7	6.12	6.17	-0.05	5.86	6.18	-0.32	6.21	6.47	-0.26	6.63	6.34	+0.29
HALETHORPE	3	104.0	3.63	3.84	-0.21	2.77	3.91	-1.14 *	3.29	4.31	-1.02 *	3.06	3.87	-0.81 *
	5	107.2	5.38	5.69	-0.31	5.63	5.71	-0.08	5.50	6.01	-0.51	6.02	5.90	+0.12
HAMPTON	3	120.8	5.04	4.91	+0.13	4.85	5.01	-0.16	5.23	5.41	-0.18	4.70	4.86	-0.16
	5	110.8	6.44	6.01	+0.43	6.65	6.02	+0.63	6.79	6.31	+0.48	6.39	6.19	+0.20
HARFORD HILLS	3	111.0	4.07	4.28	-0.21	4.25	4.37	-0.12	4.96	4.76	+0.20	4.27	4.28	-0.01
	5	109.2	5.73	5.87	-0.14	5.81	5.88	-0.07	5.94	6.18	-0.24	6.09	6.06	+0.03
HAMTHORNE	3	103.6	3.56	3.81	-0.25	3.67	3.88	-0.21	4.41	4.28	+0.13	3.71	3.85	-0.14
	5	109.4	5.19	5.89	-0.70	5.49	5.90	-0.41	5.83	6.19	-0.36	5.84	6.08	-0.24
HESBROVILLE	3	108.2	3.89	4.10	-0.21	4.08	4.18	-0.10	4.32	4.58	-0.26	4.06	4.12	-0.06
	5	109.7	5.52	5.91	-0.39	5.85	5.92	-0.07	5.83	6.22	-0.39	6.09	6.10	-0.01
HERNWOOD	3	114.4	4.48	4.50	-0.02	4.77	4.59	+0.18	4.95	4.99	-0.04	4.56	4.48	+0.08
	5	114.7	6.03	6.35	-0.32	6.35	6.35	+0.00	6.68	6.64	+0.04	6.81	6.50	+0.31
HILLCREST	3	110.4	4.60	4.24	+0.36	4.73	4.33	+0.40	5.47	4.73	+0.74 *	4.50	4.25	+0.25
	5	114.2	6.30	6.30	+0.00	6.37	6.30	+0.07	6.98	6.60	+0.38	6.94	6.46	+0.48
HILLENDALE	3	105.9	3.97	3.96	+0.01	3.54	4.03	-0.09	4.33	4.43	-0.10	3.83	3.98	-0.15
	5	108.7	5.85	5.82	+0.03	5.86	5.84	+0.02	6.07	6.13	-0.06	6.07	6.02	+0.05
INVERNESS	3	100.5	4.72	5.11	-0.39	5.18	5.14	+0.04	5.36	5.44	-0.08	5.35	5.31	-0.01
	5	100.5	4.72	5.11	-0.39	5.18	5.14	+0.04	5.36	5.44	-0.08	5.35	5.31	-0.01
JOHNNYCAKE	3	108.7	4.07	4.13	-0.06	4.44	4.21	+0.23	4.59	4.61	-0.02	4.24	4.15	+0.09
	5	113.5	6.02	6.24	-0.22	5.84	6.25	-0.41	6.64	6.54	+0.10	6.44	6.41	+0.03
KINGSVILLE	3	105.4	4.18	3.92	+0.26	4.14	4.00	+0.14	4.64	4.40	+0.24	4.01	3.96	+0.05
	5	105.4	5.64	5.54	+0.10	5.89	5.56	+0.33	6.08	5.86	+0.22	5.79	5.76	+0.03
LANSDOWNE	3	101.4	3.75	3.67	+0.08	3.35	3.73	-0.38	3.98	4.14	-0.16	3.46	3.72	-0.26
	5	102.5	5.17	5.28	-0.16	5.35	5.31	+0.04	5.39	5.61	-0.22	5.67	5.52	+0.15
LOCH HAVEN	3	110.8	4.06	4.27	-0.21	4.17	4.35	-0.18	4.69	4.75	-0.06	4.31	4.27	+0.04
	5	109.4	5.66	5.89	-0.23	5.75	5.90	-0.15	6.04	6.19	-0.15	6.14	6.08	+0.06
LOGAN	3	98.7	3.25	3.50	-0.25	3.31	3.56	-0.25	3.61	3.96	-0.35	3.50	3.56	-0.06
	5	98.7	3.25	3.50	-0.25	3.31	3.56	-0.25	3.61	3.96	-0.35	3.50	3.56	-0.06
LUTHERVILLE	3	111.9	4.61	4.34	+0.27	4.72	4.43	+0.29	4.99	4.82	+0.17	4.43	4.34	+0.09
	5	112.3	6.30	6.14	+0.16	6.26	6.14	+0.12	6.53	6.44	+0.09	6.40	6.31	+0.09

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BAITIMORE COUNTY (MAIDEN CHOICE - PINWOOD)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$1) (12)
MAIDEN CHOICE	K-6	595	22.5	96.0	25.5	1.0	7.3	23.0	24.5	3.6	10.6	10,579
MARS ESTATES	K-6	641	21.7	95.6	27.5	2.0	10.5	11.7	37.3	3.7	11.1	9,643
MARTIN BOULEVARD	K-6	495	18.7	94.2	24.5	2.0	9.0	22.5	22.6	7.0	10.7	10,107
MCCORMICK	K-6	596	19.5	96.9	28.6	2.0	10.3	20.5	37.6	3.4	11.8	11,329
MERRITT POINT	4-6	549	18.7	96.5	22.0	2.0	12.0	14.5	20.8	5.7	10.7	10,705
MIDDLEBOROUGH	K-6	523	17.7	95.7	27.5	2.0	10.0	24.7	13.5	7.7	10.5	9,162
MIDDLESEY	K-6	740	20.3	95.1	34.5	2.0	9.2	31.1	28.8	8.3	10.4	9,592
MILBROOK	K-5	398	17.3	96.6	21.0	2.0	9.1	15.5	43.5	2.1	12.1	13,273
NORWOOD	K-6	549	18.1	96.3	28.0	2.0	9.4	21.0	26.7	1.8	9.9	11,581
OAKLEIGH	K-6	655	16.8	96.7	36.9	2.0	13.9	28.5	35.7	6.7	11.8	11,033
ORENS	K-6	373	16.9	95.9	20.1	2.0	10.3	23.3	47.5	5.0	11.2	10,231
OWINGS MILLS	K-6	794	20.7	95.7	36.3	2.0	9.5	20.5	36.5	1.4	11.5	11,500
PADONIA	K-6	661	22.8	96.3	27.0	2.0	13.2	23.0	44.8	2.0	12.6	14,906
PARKVILLE	K-6	641	20.7	96.9	29.0	2.0	12.0	28.3	41.9	5.0	11.8	11,629
PATAPSCO NECK	K-6	317	16.7	94.2	17.0	2.0	11.5	15.5	42.1	3.2	10.2	11,516
PERRY HALL	K-6	767	22.5	96.4	32.0	2.0	12.3	23.5	35.3	3.5	11.7	12,942
PINE GROVE	K-6	619	20.6	95.2	26.6	2.0	10.1	17.0	33.6	3.3	12.2	13,865
PINWOOD	K-6	331	15.8	97.2	19.1	2.0	10.4	17.5	38.1	2.9	12.6	18,142

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (MAIDEN CHOICE - PINEWOOD)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	SKILL AREAS												
	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
	GRADE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE
MAIDEN CHOICE	3 106.4	3.67	3.99	-.32	3.79	4.06	-.27	4.28	4.46	-.18	5.90	4.01	-.11
	5 107.3	5.08	5.70	-.62	5.57	5.72	-.15	5.63	6.02	-.39	5.72	5.91	-.19
MARS ESTATES	3 103.3	3.75	3.79	-.04	3.70	3.86	-.16	4.38	4.26	+.12	3.91	3.83	+.08
	5 103.5	4.78	5.40	-.62	5.11	5.43	-.32	5.43	5.73	-.30	5.28	5.64	-.36
MARTIN BOULEVARD	3 105.5	3.66	3.93	-.27	3.68	4.00	-.32	3.87	4.40	-.53	3.92	3.96	-.04
	5 104.6	4.67	5.47	-.80	5.36	5.49	-.13	5.06	5.79	-.73	5.52	5.69	-.17
MCCORMICK	3 107.0	3.86	4.03	-.17	3.98	4.10	-.12	4.34	4.50	-.16	4.04	4.05	-.01
	5 113.0	5.57	6.20	-.63	5.90	6.20	-.30	6.55	6.50	+.05	6.49	6.37	+.12
MERRITT POINT	3 102.1	4.94	5.25	-.31	5.14	5.28	-.14	5.53	5.58	-.05	5.91	5.49	+.42
	5 101.9	3.59	3.70	-.11	3.48	3.77	-.29	4.20	4.17	+.03	3.80	3.75	+.05
MIDDLEBOROUGH	3 107.5	4.69	5.72	-1.03 *	5.17	5.74	-.57	5.54	6.03	-.49	5.26	5.93	-.67
	5 104.6	3.56	3.87	-.31	3.85	3.94	-.09	4.06	4.35	-.29	3.93	3.91	+.02
MIDDLESEX	3 100.4	5.16	5.10	+.06	5.37	5.14	+.23	5.55	5.44	+.11	5.48	5.36	+.12
	5 111.6	4.27	4.32	-.05	4.17	4.41	-.24	4.79	4.80	-.01	4.47	4.32	+.15
MILBROOK	3 105.2	5.88	5.52	+.36	5.67	5.54	+.13	6.53	5.84	+.69	6.19	5.74	+.45
	5 105.9	3.99	3.96	+.03	4.10	4.03	+.07	4.30	4.43	-.13	4.09	3.98	+.11
NORWOOD	3 106.8	5.41	5.66	-.25	5.63	5.68	-.05	5.80	5.97	-.17	5.84	5.97	-.03
	5 106.8	4.02	4.01	+.01	4.12	4.09	+.03	4.65	4.49	+.16	4.11	4.04	+.07
OAKLEIGH	3 109.1	5.91	5.86	+.05	6.12	5.97	+.15	6.20	6.17	+.03	6.09	6.05	+.04
	5 100.5	3.34	3.61	-.27	3.41	3.67	-.26	3.30	4.08	-.78 *	3.39	3.67	-.28
OREMS	3 107.4	5.27	5.71	-.44	5.33	5.73	-.40	5.95	6.03	-.08	5.57	5.92	-.35
	5 104.8	3.91	3.89	+.02	3.84	3.98	-.12	4.11	4.26	-.25	3.81	3.92	-.11
OWINGS MILLS	3 103.7	5.31	5.39	-.08	5.38	5.42	-.04	5.60	5.71	-.11	5.73	5.62	+.11
	5 106.2	4.19	3.98	+.21	4.05	4.05	+.04	4.46	4.45	+.01	4.05	4.00	+.05
PACONIA	3 107.0	5.61	5.68	-.07	5.86	5.70	+.16	5.86	5.99	-.13	5.84	5.89	-.05
	5 103.8	4.02	3.82	+.20	3.99	3.89	+.10	4.64	4.29	+.35	3.99	3.86	+.13
PARKVILLE	3 112.4	5.41	6.15	-.74	5.77	6.15	-.38	5.81	6.45	-.64	5.11	6.32	-.21
	5 104.8	4.05	3.89	+.16	4.07	3.96	+.11	4.51	4.26	+.25	4.15	3.92	+.23
PATAPSCO NECK	3 109.1	5.32	5.86	-.54	5.66	5.87	-.21	6.11	6.17	-.06	6.37	6.05	+.32
	5 106.1	3.89	3.97	-.08	4.00	4.04	-.04	4.41	4.44	-.03	4.01	4.00	+.01
PEPAY HALL	3 108.3	5.70	5.79	-.09	5.79	5.81	-.02	6.28	6.10	+.18	6.21	5.99	+.22
	5 106.2	4.19	3.98	+.21	4.08	4.05	+.03	4.88	4.45	+.43	4.30	4.00	+.30
PINE GROVE	3 110.4	5.91	5.97	-.06	5.85	5.98	-.13	6.13	6.28	-.15	6.12	6.16	-.04
	5 111.1	4.66	4.29	+.37	4.95	4.37	+.58	5.35	4.77	+.58	4.74	4.29	+.45
PINWOOD	3 115.4	6.45	6.41	+.04	6.60	6.41	+.19	6.98	6.70	+.28	6.88	6.56	+.32

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (PLEASANT PLAINS - SEVENTH DISTRICT)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$1 (12)
PLEASANT PLAINS	K-6	611	20.7	96.6	27.5	2.0	9.9	24.5	39.0	3.0	12.3	12,821
POT SPRING	K-6	570	18.4	97.1	29.0	2.0	11.5	28.5	37.1	1.6	12.6	16,598
POWHATAN	K-6	473	22.5	96.2	19.0	2.0	6.3	24.5	28.6	5.1	12.3	13,530
PRETTY BOY	K-6	344	21.5	95.2	15.0	1.0	12.5	19.8	40.6	2.9	10.0	10,142
RANDALLSTOWN	K-6	646	21.4	95.9	29.2	1.0	11.2	25.5	42.1	5.1	12.3	13,977
RED HOUSE RUN	K-6	749	22.9	97.3	30.7	2.0	9.1	21.0	24.5	2.5	11.3	12,179
REISTERSTOWN	K-6	726	21.3	96.2	32.0	2.0	10.9	23.0	41.2	5.0	12.3	12,182
RELAY	K-6	353	18.1	96.4	17.5	2.0	12.6	18.5	22.8	8.9	12.0	12,894
RIDERWOOD	K-6	446	17.5	97.1	23.5	2.0	10.3	25.5	27.5	1.0	12.8	19,259
RIVERVIEW	K-5	742	20.6	95.2	34.0	2.0	8.6	19.0	27.8	7.9	10.3	9,646
RODGERS FORGE	K-6	752	21.7	96.9	32.7	2.0	12.6	22.5	34.0	8.1	12.7	14,053
ROSEDALE	K-6	772	21.5	95.6	33.9	2.0	8.3	19.0	24.8	3.4	10.1	11,701
RUXTON	K-6	344	18.9	97.1	17.2	1.0	13.3	16.0	41.7	4.6	12.9	20,544
SANDALWOOD	K-6	679	20.6	95.5	31.0	2.0	7.4	14.2	30.3	4.0	11.6	10,134
SANDY PLAINS	K-6	662	20.4	94.3	30.5	2.0	5.2	21.7	16.9	3.7	11.2	10,628
SCOTTS BRANCH	K-6	582	19.4	95.0	28.0	2.0	10.5	23.5	35.0	4.4	12.2	12,907
SENECA	K-6	565	20.9	96.0	25.0	2.0	10.1	31.5	33.3	2.1	11.2	11,304
SEVENTH DISTRICT	K-6	422	17.9	94.5	21.5	2.0	15.7	23.5	40.4	8.3	10.4	10,228

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (PLEASANT PLAINS - SEVENTH DISTRICT)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE
PLEASANT PLAINS	3	112.6	4.18	4.38	-.20	4.47	4.47	0.00	4.59	4.87	-.28	4.32	4.38	-.06
	5	111.3	6.05	6.05	0.00	6.10	6.06	0.04	6.41	6.35	0.06	6.48	6.23	0.25
POT SPRING	3	112.9	4.70	4.40	0.30	4.86	4.49	0.37	5.09	4.89	0.20	4.62	4.40	0.22
	5	112.8	6.37	6.18	0.19	6.49	6.19	0.30	6.56	6.48	0.08	6.73	6.35	0.38
POWATAN	2	104.5	3.91	3.87	0.04	3.75	3.94	-.19	4.02	4.24	-.32	3.81	3.90	-.09
	5	103.1	5.22	5.34	-.12	5.38	5.36	0.02	5.60	5.66	-.06	5.48	5.57	-.09
PRETTY BOY	3	106.0	3.76	3.96	-.20	3.55	4.04	-.49	4.19	4.44	-.25	3.77	3.99	-.22
	5	100.5	5.15	5.11	0.04	5.36	5.14	0.22	5.59	5.44	0.15	5.64	5.36	0.28
RANDALLSTOWN	2	105.8	4.27	4.20	0.07	4.54	4.29	0.25	4.93	4.89	0.04	4.40	4.21	0.19
	5	110.8	5.86	6.01	-.15	5.91	6.02	-.11	6.42	6.31	0.11	6.32	6.19	0.13
RED HOUSE RUN	3	107.4	4.24	4.05	0.19	4.29	4.13	0.16	4.80	4.53	0.27	4.06	4.07	-.01
	5	106.0	5.52	5.59	-.07	5.65	5.61	0.04	6.10	5.91	0.19	6.03	5.91	0.12
REISTERSTOWN	3	109.8	4.07	4.20	-.13	4.21	4.27	-.06	4.83	4.69	0.14	4.20	4.21	-.01
	5	108.6	5.57	5.82	-.25	5.89	5.83	0.06	6.33	6.13	0.20	6.23	6.01	0.22
RELAY	2	106.8	4.14	4.01	0.13	4.35	4.09	0.26	5.19	4.49	0.70	4.25	4.04	0.21
	5	108.4	5.86	5.80	0.06	5.91	5.81	0.10	6.19	6.11	0.08	5.89	6.00	-.11
RIDERWOOD	3	111.3	4.27	4.30	-.03	4.44	4.39	0.05	4.55	4.78	-.23	4.28	4.30	-.02
	5	113.5	6.29	6.24	0.05	6.52	6.25	0.27	6.64	6.54	0.10	6.74	6.41	0.33
RIVERVIEW	2	101.8	3.81	3.70	0.11	3.87	3.76	0.09	4.37	4.16	0.21	3.76	3.74	0.02
	5	105.2	4.94	5.52	-.58	5.18	5.54	-.36	5.66	5.84	-.18	5.74	5.74	0.00
RODGERS FORGE	3	111.2	4.43	4.29	0.14	4.60	4.38	0.22	4.90	4.78	0.12	4.39	4.30	0.09
	5	113.0	6.29	6.20	0.09	6.27	6.20	0.07	6.63	6.50	0.13	6.46	6.37	0.09
ROSEDALE	2	106.1	3.64	3.97	-.33	3.84	4.04	-.20	4.00	4.44	-.44	3.65	4.00	-.35
	5	106.5	4.56	5.63	-.67	5.31	5.65	-.34	5.52	5.95	-.43	5.44	5.85	-.41
RUXTON	2	110.5	4.37	4.28	0.09	4.32	4.34	-.04	4.80	4.76	0.04	4.33	4.28	0.05
	5	115.7	6.20	6.44	-.24	6.20	6.43	-.23	6.49	6.72	-.23	6.66	6.59	0.08
SANDALWOOD	3	101.2	3.89	3.66	0.23	3.75	3.72	0.03	4.55	4.12	0.43	3.76	3.71	0.05
	5	103.0	4.73	5.33	-.60	5.13	5.36	-.23	5.43	5.65	-.22	5.21	5.56	-.35
SANDY PLAINS	2	101.2	3.41	3.66	-.25	3.55	3.73	-.18	3.65	4.13	-.48	3.59	3.71	-.12
	5	108.8	5.87	4.14	1.73	4.12	4.22	-.10	4.32	4.62	-.30	4.05	4.15	-.10
SCOTTS BRANCH	3	108.8	3.87	4.14	-.27	4.12	4.22	-.10	4.32	4.62	-.30	4.05	4.15	-.10
	5	106.1	5.34	5.60	-.26	5.30	5.62	-.32	5.67	5.92	-.25	5.92	5.81	0.11
SENECA	3	104.5	3.79	3.87	-.08	4.16	3.94	0.22	4.10	4.34	-.24	4.01	3.90	0.11
	5	107.2	5.29	5.70	-.41	5.44	5.72	-.28	5.65	6.02	-.37	5.74	5.91	-.17
SEVENTH DISTRICT	2	103.4	3.42	3.81	-.39	3.54	3.88	-.34	3.50	4.28	-.78	3.57	3.85	-.28
	5	102.7	5.00	5.30	-.30	5.20	5.33	-.13	5.55	5.63	-.08	5.54	5.54	0.00

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (SPARKS - WOODMOOR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
SPARKS	K-6	432	17.9	95.7	22.1	2.0	12.9	21.5	45.6	8.5	12.3	12,558
STONE LEIGH	K-6	612	22.4	96.6	25.3	2.0	11.8	16.7	29.3	2.1	12.4	14,868
SUMMIT PARK	K-6	284	19.6	94.6	13.5	1.0	11.1	22.0	72.4	4.0	12.6	20,446
SUSSEX	K-6	511	16.7	96.2	28.5	2.0	10.6	21.3	42.6	6.0	10.4	10,017
TIMBERGROVE	K-6	777	25.1	96.1	29.0	2.0	8.7	25.9	32.3	1.3	12.3	11,826
TIMONIUM	K-6	490	19.4	96.8	23.3	2.0	13.2	32.5	59.3	1.5	12.5	16,869
TOWSON	K-6	397	15.0	96.5	24.5	2.0	14.3	28.1	50.9	8.5	12.6	13,256
VICTORY VILLA	K-6	662	21.7	95.2	28.5	2.0	9.6	24.3	21.3	3.6	10.3	9,951
VILLA CRESTA	K-6	691	20.0	96.9	32.5	2.0	12.0	37.0	46.4	5.5	12.0	11,555
WARREN	K-6	738	22.0	96.9	31.5	2.0	11.2	20.5	41.8	5.2	12.5	18,590
WELLWOOD	K-6	500	19.2	95.1	24.0	2.0	9.7	15.5	34.6	2.9	12.6	20,867
WESTCHESTER	P-6	621	19.7	95.4	28.5	3.0	10.9	22.3	41.3	3.2	12.2	13,807
WESTOWNE	K-6	692	19.8	96.4	33.0	2.0	9.8	28.5	37.1	7.8	12.0	11,613
WINAND	K-6	815	21.2	95.5	36.5	2.0	9.5	31.3	50.6	1.6	12.5	15,887
WINFIELD	K-6	522	21.0	95.1	22.8	2.0	8.5	18.5	32.3	1.1	12.1	13,181
WOODBRIIDGE	K-6	509	20.4	97.2	23.0	2.0	8.2	16.5	46.0	0.3	12.2	15,179
WOODLAWN	K-6	264	19.5	95.6	11.5	2.0	7.5	17.5	48.1	5.6	12.1	11,891
WOODMOOR	K-6	656	21.4	96.4	27.6	3.0	8.2	23.3	36.3	2.5	12.3	13,614

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (SPARKS - WOODMOOR)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	SKILL AREAS													
	VOCABULARY					READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
	GRADE	AVERAGE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE
	SAS	SE							SE			SE		
SPARKS	3	104.6	4.40	3.87	+0.53	4.40	3.94	+0.46	4.81	4.35	+0.46	4.30	3.91	+0.39
	5	106.1	5.69	5.60	+0.09	5.80	5.62	+0.18	6.02	5.92	+0.10	6.08	5.81	+0.27
STONBLEIGH	3	113.6	4.62	4.45	+0.17	4.71	4.54	+0.17	5.12	4.93	+0.19	4.63	4.44	+0.19
	5	115.8	6.48	6.44	+0.04	6.66	6.44	+0.22	6.93	6.75	+0.20	6.97	6.59	+0.38
SUMMIT PARK	3	108.8	4.36	4.14	+0.22	4.39	4.22	+0.17	4.95	4.62	+0.33	4.43	4.15	+0.28
	5	113.3	6.48	6.23	+0.25	6.31	6.23	+0.08	6.65	6.52	+0.13	6.43	6.39	+0.04
SUSSEX	3	102.1	3.73	3.71	+0.02	3.58	3.78	-0.20	4.17	4.18	-0.01	3.80	3.76	+0.04
	5	105.9	5.06	5.58	-0.52	5.29	5.60	-0.31	5.33	5.90	-0.57	5.45	5.80	-0.35
TIMBERGROVE	3	106.8	3.91	4.01	-0.10	3.85	4.09	-0.24	4.44	4.49	-0.05	3.94	4.04	-0.10
	5	109.2	5.55	5.67	-0.28	5.70	5.88	-0.18	6.15	6.18	-0.03	6.08	6.06	+0.02
TIMONIUM	3	113.6	4.63	4.45	+0.18	4.77	4.54	+0.23	5.38	4.91	+0.45	4.87	4.44	+0.43
	5	110.9	6.75	6.02	+0.73	6.38	6.03	+0.35	7.09	6.32	+0.77	6.73	6.20	+0.53
TOWSON	3	107.4	4.14	4.05	+0.09	4.22	4.13	+0.09	4.69	4.53	+0.16	4.22	4.07	+0.15
	5	109.8	6.35	5.92	+0.43	6.08	5.93	+0.15	6.42	6.23	+0.19	6.36	6.11	+0.25
VICTORY VILLA	3	102.4	3.37	3.73	-0.36	3.28	3.80	-0.52	3.57	4.20	-0.63	3.59	3.78	-0.19
	5	101.2	4.57	5.17	-0.20	5.36	5.20	+0.16	5.16	5.50	-0.34	5.11	5.42	-0.31
VILLA CRESTA	3	108.3	3.77	4.11	-0.34	3.88	4.19	-0.31	4.11	4.59	-0.48	4.06	4.13	-0.07
	5	106.9	5.58	5.67	-0.09	5.77	5.69	+0.08	5.84	5.98	-0.14	6.36	5.88	+0.48
WARREN	3	116.8	4.59	4.65	-0.06	4.87	4.75	+0.12	5.16	5.14	+0.02	4.72	4.62	+0.10
	5	113.1	6.46	6.21	+0.25	6.55	6.21	+0.34	6.93	6.51	+0.42	6.95	6.27	+0.58
WELLWOOD	3	113.2	4.39	4.42	-0.03	4.61	4.51	+0.10	5.00	4.91	+0.09	4.58	4.41	+0.17
	5	114.2	6.23	6.30	-0.07	6.37	6.30	+0.07	6.93	6.60	+0.33	7.01	6.46	+0.55
WESTCHESTER	3	106.7	3.91	4.01	-0.10	4.04	4.08	-0.04	4.31	4.48	-0.17	3.90	4.03	-0.13
	5	107.7	5.44	5.74	-0.30	5.75	5.75	+0.00	5.94	6.05	-0.11	5.67	5.94	-0.27
WESTOWNE	3	111.4	3.77	3.68	+0.09	3.83	3.75	+0.08	4.08	4.15	-0.07	3.71	3.73	-0.02
	5	100.7	5.17	5.13	+0.04	5.43	5.16	+0.27	5.40	5.46	-0.06	5.72	5.38	+0.34
WINANC	3	110.8	4.29	4.27	+0.02	4.41	4.35	+0.06	4.88	4.75	+0.13	4.43	4.27	+0.16
	5	109.9	6.12	5.93	+0.19	6.04	5.94	+0.10	6.36	6.24	+0.12	6.56	6.12	+0.44
WINFIELD	3	103.0	4.06	3.77	+0.29	3.98	3.84	+0.14	4.28	4.24	+0.04	3.86	3.81	+0.05
	5	104.0	5.30	5.41	-0.11	5.40	5.44	-0.04	5.45	5.74	-0.29	5.71	5.65	+0.06
WOODBRIDGE	3	112.1	4.30	4.35	-0.05	4.31	4.44	-0.13	5.04	4.84	+0.20	4.58	4.35	+0.23
	5	115.8	6.29	6.44	-0.15	6.32	6.44	-0.12	6.64	6.73	-0.09	6.44	6.59	-0.15
WOODLAWN	3	105.4	3.97	3.92	+0.05	4.08	4.00	+0.08	4.13	4.40	-0.27	4.02	3.96	+0.06
	5	106.6	5.36	5.64	-0.28	5.57	5.66	-0.01	5.17	5.96	-0.79	5.58	5.85	-0.27
WOODMOOR	3	100.1	3.82	3.59	+0.23	3.79	3.65	+0.14	4.36	4.05	+0.31	3.69	3.64	+0.05
	5	99.8	4.57	5.05	-0.48	4.84	5.09	-0.25	5.33	5.39	-0.06	5.04	5.31	-0.27

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (DEER PARK -- MIDDLE RIVER JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
										PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)				
DEER PARK	6-9	1,292	18.1	94.7	69.5	2.0	8.6	24.0	38.9	5.5	12.2	13,369
LANSDOWNE MIDDLE	6-8	1,113	16.6	94.4	64.0	3.0	8.5	17.5	34.3	7.1	10.0	9,769
SUDBROOK JR HIGH	6-9	1,101	17.0	91.3	60.8	4.0	10.8	20.4	36.3	1.4	12.3	13,968
ARBUTUS JR HIGH	7-9	928	16.7	93.8	53.6	2.0	10.6	18.5	51.4	3.9	11.2	11,545
CATONSVILLE JR HIGH	7-9	1,184	16.5	93.0	68.5	3.0	9.8	15.3	43.3	4.4	12.0	12,621
COCKEYSVILLE JR HIGH	7-10	1,367	18.1	96.0	73.6	2.0	9.1	22.0	44.4	4.2	12.4	14,841
DEEP CREEK JR HIGH	7-10	1,507	17.8	94.1	80.5	4.0	9.4	17.8	35.5	5.4	10.7	9,943
DUMBARTON JR HIGH	7-9	1,030	15.9	96.0	60.7	4.0	9.8	20.1	44.8	5.5	12.5	13,618
DUNDALK JR HIGH	7-9	944	16.8	93.4	54.2	2.0	9.4	19.5	33.1	6.7	10.7	10,240
FRANKLIN JR HIGH	7-9	1,263	17.3	94.4	70.0	3.0	10.6	25.3	39.7	4.8	12.2	11,794
GEN JOHN STRICKER JR HIGH	7-9	1,428	17.4	95.6	79.0	3.0	8.9	18.4	35.4	7.4	10.3	10,600
GOLDEN RING JR HIGH	7-9	1,171	17.4	95.0	64.4	3.0	11.0	20.0	38.6	3.3	10.9	11,759
HEREFORD JR SR HIGH	7-12	1,670	17.6	94.1	85.0	6.0	12.2	19.9	53.8	NA	11.6	11,133
HOLABIRD JR HIGH	7-9	1,144	16.9	93.9	64.7	3.0	8.9	20.5	31.0	3.0	9.8	11,028
JOHNNYCAKE JR HIGH	7-9	1,304	17.6	94.8	71.0	3.0	9.9	27.7	43.2	2.8	12.1	12,363
LANSDOWNE SR HIGH	9-12	2,045	17.7	92.0	112.0	3.8	11.3	23.0	46.5	7.1	10.6	10,584
LOCH RAVEN JR HIGH	7-9	1,046	16.9	96.5	58.8	3.0	12.9	27.1	57.9	3.4	12.2	12,142
MIDDLE RIVER JR HIGH	7-9	1,414	17.7	94.0	76.8	3.0	9.9	21.4	37.5	6.7	10.7	10,507

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (DEER PARK - MIDDLE RIVER JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NCRN	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRN	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRN	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRN	DIFFER- ENCE
DEER PARK	7	107.6	7.65	7.51	+0.14	7.35	7.44	-0.09	7.55	7.43	-0.04	7.87	7.71	+0.16
	9	110.1	9.37	9.26	+0.11	9.18	9.16	+0.02	9.36	9.14	+0.22	9.55	9.32	+0.23
LANSDOWNE MIDDLE	7	102.0	6.78	6.83	-0.05	6.66	6.83	-0.17	7.07	7.00	+0.07	7.05	7.09	-0.04
SUDBROOK JR HIGH	7	106.0	7.62	7.32	+0.30	7.28	7.27	+0.01	7.98	7.45	+0.53	8.09	7.53	+0.56
	9	108.1	9.38	9.00	+0.38	9.00	8.91	+0.09	9.62	8.92	+0.70	9.55	9.08	+0.47
ARBUS JR HIGH	7	105.0	7.21	7.15	+0.02	7.15	7.16	-0.01	7.43	7.24	+0.09	7.38	7.42	-0.04
	9	109.1	8.95	9.13	-0.18	9.01	9.03	-0.02	8.94	9.03	-0.09	8.86	9.20	-0.34
CATONSVILLE JR HIGH	7	108.5	7.53	7.62	-0.09	7.31	7.54	-0.23	7.45	7.73	-0.28	8.01	7.80	+0.21
	9	108.7	9.07	9.08	-0.01	8.95	8.98	-0.03	8.92	8.98	-0.06	9.29	9.15	+0.14
COCKEYSVILLE JR HIGH	7	109.6	7.97	7.75	+0.22	7.77	7.66	+0.11	7.91	7.85	+0.06	8.38	7.93	+0.45
	9	110.2	9.49	9.28	+0.21	9.40	9.18	+0.22	9.39	9.16	+0.23	9.56	9.34	+0.22
DEEP CREEK JR SR HIGH	7	102.8	6.62	6.93	-0.31	6.61	6.92	-0.31	6.76	7.09	-0.33	6.90	7.18	-0.28
	9	102.7	8.02	8.30	-0.28	8.06	8.23	-0.17	7.99	8.31	-0.32	8.24	8.42	-0.18
DUMBARTON JR HIGH	7	111.0	8.15	7.92	+0.23	8.00	7.81	+0.19	8.19	8.01	+0.18	8.33	8.08	+0.25
	9	110.0	9.54	9.24	+0.30	9.43	9.15	+0.28	9.24	9.13	+0.11	9.51	9.31	+0.20
DUNDALK JR HIGH	7	104.8	6.80	7.15	-0.35	6.62	7.11	-0.29	7.29	7.29	+0.00	7.22	7.28	-0.06
	9	104.7	8.34	8.56	-0.22	8.33	8.48	-0.15	8.50	8.54	-0.04	8.72	8.66	+0.07
FRANKLIN JR HIGH	7	104.0	7.20	7.07	+0.13	7.09	7.05	+0.04	7.29	7.23	+0.06	7.55	7.31	+0.24
	9	105.2	8.82	8.64	+0.18	8.70	8.55	+0.15	8.53	8.60	-0.07	8.91	8.74	+0.17
GEN. JOHN STRICKER	7	102.5	6.40	6.89	-0.49	6.58	6.88	-0.30	6.92	7.06	-0.13	7.17	7.14	+0.03
	9	105.0	8.29	8.60	-0.31	8.41	8.52	-0.11	8.30	8.57	-0.27	8.82	8.70	+0.12
GOLDEN RING JR HIGH	7	105.6	7.21	7.27	-0.06	7.08	7.22	-0.14	7.29	7.41	-0.12	7.74	7.49	+0.25
	9	105.2	8.71	8.62	+0.09	8.70	8.54	+0.16	8.61	8.59	+0.02	9.10	8.72	+0.38
HEREFORD JR SR HIGH	7	107.9	7.75	7.55	+0.20	7.52	7.47	+0.05	7.84	7.66	+0.18	8.14	7.74	+0.40
	9	104.2	8.83	8.50	+0.33	8.74	8.41	+0.33	8.72	8.48	+0.24	8.99	8.60	+0.39
HOLABIRD JR HIGH	7	104.0	6.55	7.07	-0.52	6.75	7.05	-0.30	6.92	7.23	-0.31	7.28	7.31	-0.03
	9	106.1	8.16	8.74	-0.58	8.24	8.65	-0.41	8.18	8.69	-0.51	8.73	8.83	-0.10
JOHNNYCAKE JR HIGH	7	106.4	7.45	7.36	+0.09	7.26	7.31	-0.05	7.37	7.50	-0.13	7.61	7.57	+0.04
	9	107.7	9.06	8.95	+0.11	8.96	8.86	+0.10	8.80	8.87	-0.07	9.14	9.03	+0.11
LANSDOWNE SR HIGH	9	103.4	8.25	8.39	-0.14	8.17	8.31	-0.14	8.04	8.39	-0.35	8.51	8.51	+0.00
LOCH RAVEN JR HIGH	7	107.4	7.87	7.49	+0.38	7.72	7.42	+0.30	7.77	7.61	+0.16	8.09	7.63	+0.41
	9	110.8	9.39	9.35	+0.04	9.21	9.25	-0.04	9.28	9.22	+0.06	9.63	9.40	+0.23
MIDDLE RIVER JR HIGH	7	102.5	6.64	6.89	-0.25	6.76	6.88	-0.12	6.85	7.06	-0.21	7.03	7.14	-0.11
	9	102.1	8.10	8.22	-0.12	7.99	8.15	-0.16	7.90	8.25	-0.35	8.24	8.35	-0.11

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY (NORTH POINT JR. HIGH - WOODLAWN JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
										PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)				
NORTH POINT JR HIGH	7-9	1,142	17.0	94.1	64.0	3.0	7.6	22.5	27.6	3.4	11.2	11,006
OLD COURT JR HIGH	7-9	1,147	16.6	94.1	66.0	3.0	10.8	25.5	40.6	2.5	12.3	13,853
PARKVILLE JR HIGH	7-9	1,133	16.6	96.1	67.1	1.0	11.5	34.0	39.6	4.4	11.3	11,486
PERRY HALL JR HIGH	7-9	1,236	17.4	96.6	67.9	3.0	11.2	17.3	34.5	2.7	11.9	12,746
PIKESVILLE JR HIGH	7-9	1,129	17.5	93.7	62.5	2.0	9.7	27.0	55.8	2.3	12.5	18,632
PINE GROVE JR HIGH	7-9	1,142	17.6	96.0	63.0	2.0	8.9	17.7	35.4	3.9	NA	NA
RIDGELY JR HIGH	7-9	1,349	17.4	97.1	74.4	3.0	11.3	22.0	47.8	2.0	12.6	16,788
SPARROWS POINT SR HIGH	9-12	1,338	16.6	94.5	77.5	3.0	8.9	19.4	41.0	NA	10.0	10,487
STEMMERS RUN JR HIGH	7-9	1,468	17.3	94.0	83.0	2.0	9.4	21.9	36.5	5.5	10.7	10,106
TOWSONTOWN JR HIGH	7-9	1,020	17.3	97.0	55.8	3.0	12.5	23.0	48.5	2.7	12.7	17,043
WOODLAWN JR HIGH	7-9	1,155	16.8	94.2	66.9	2.0	9.7	18.0	39.9	3.1	12.3	12,726

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BALTIMORE COUNTY (NORTH POINT JR. HIGH - WOODLAWN JR. HIGH)

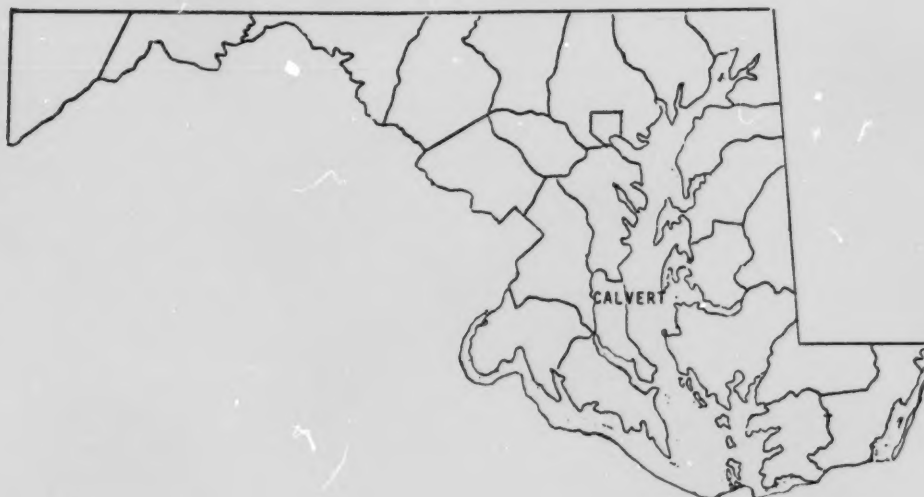
TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

BALTIMORE COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE
NORTH POINT JR HIGH	7	103.7	6.92	7.04	-0.12	7.02	7.01	+0.01	7.17	7.19	-0.02	7.31	7.28	+0.03
	9	104.6	8.34	8.55	-0.21	8.41	8.47	-0.06	8.26	8.53	-0.27	8.84	8.65	+0.19
OLD COURT JR HIGH	7	107.9	7.63	7.55	+0.08	7.50	7.47	+0.03	7.83	7.66	+0.17	7.95	7.74	+0.21
	9	110.4	9.93	9.30	+0.23	9.29	9.20	+0.09	9.58	9.17	+0.41	9.58	9.36	+0.22
PARKVILLE JR HIGH	7	106.4	7.39	7.36	+0.03	7.59	7.31	+0.08	7.50	7.50	+0.00	7.72	7.57	+0.15
	9	107.6	8.99	8.93	+0.06	8.85	8.84	+0.01	8.66	8.86	-0.20	9.01	9.02	-0.01
PERRY HALL JR HIGH	7	108.7	7.35	7.64	-0.29	7.24	7.56	-0.32	7.45	7.75	-0.30	7.96	7.83	+0.13
	9	109.0	9.12	9.12	+0.00	9.14	9.02	+0.12	9.03	9.02	+0.01	9.38	9.19	+0.19
PIKESVILLE JR HI	7	110.6	8.04	7.87	+0.17	8.02	7.77	+0.25	8.32	7.97	+0.35	8.62	8.04	+0.58
	9	111.9	9.78	9.49	+0.29	9.51	9.39	+0.12	9.73	9.34	+0.39	10.05	9.54	+0.51
PINE GROVE JR HIGH	7	107.1	7.55	7.45	+0.10	7.45	7.39	+0.06	7.50	7.57	-0.07	7.95	7.65	+0.30
	9	107.6	8.97	8.93	+0.04	8.93	8.84	+0.09	8.76	8.86	-0.10	9.20	9.02	+0.18
RICELEY JR HIGH	7	111.4	8.35	7.97	+0.38	8.19	7.86	+0.33	8.56	8.06	+0.50	8.49	8.12	+0.37
	9	114.0	9.91	9.76	+0.15	9.75	9.65	+0.10	9.74	9.57	+0.17	10.00	9.79	+0.21
SPARROWS POINT SR HI	9	101.1	7.02	8.10	-0.28	7.81	8.02	-0.21	7.84	8.14	-0.30	8.13	8.23	-0.10
STEMMERS RUN JR HIGH	7	103.1	6.79	6.96	-0.17	6.76	6.95	-0.19	6.89	7.13	-0.24	7.23	7.21	+0.02
	9	103.1	8.09	8.35	-0.26	8.20	8.28	-0.08	7.94	8.36	-0.42	8.48	8.47	+0.01
TOWNSCOWN JR HIGH	7	113.4	8.24	8.21	+0.03	8.01	8.08	-0.07	8.37	8.28	+0.09	8.48	8.24	+0.14
	9	113.9	10.04	9.75	+0.29	9.73	9.64	+0.09	9.97	9.56	+0.41	9.78	9.78	+0.00
WOODLAWN JR HIGH	7	103.0	6.85	6.95	-0.10	6.71	6.94	-0.23	7.12	7.17	+0.05	7.10	7.20	-0.10
	9	103.6	8.26	8.42	-0.16	8.06	8.34	-0.28	8.20	8.42	-0.22	8.23	8.53	-0.30

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Calvert County



Introduction

The Calvert County educational system is dedicated to the task of providing the opportunity for all students to become capable independent learners. The goal to design, implement, and evaluate instructional programs is based upon the needs and performances of the population. To these means the state accountability program provides a continuous evaluation of student achievement. Calvert County has utilized the state program as a model to a total continuous evaluation program.

MAP Assistance in Improving Instructional Program

During the 1975-76 school year, members of the instructional department in Calvert County began to isolate various cited weaknesses relative to achieved scores on the ITBS in curricular programs. In order that decisions relating to modifications could be made, a remedial-reading priority encompassing the total system was set. Additional personnel were added at each elementary school and at the middle-school levels to work with students who have demonstrated an ability in reading but not met that ability. This program, in its initial stage, isolated individual reading disorders and steps were outlined for the elimination of those problems.

Concurrently, a county-wide analysis of developmental reading was undertaken. Teachers, principals and the instructional department of the Board of Education analyzed the current status and made a recommendation to plan and implement a county-wide, sequential, developmental reading program K-8. This program was carefully planned and prepared and will be implemented during the coming years, beginning with the 1976-77 school year.

Each school in Calvert County, after a careful review of the scores on the ITBS, reviewed its building-level objectives. These objectives were then revised and rewritten to emphasize the strengths of a particular school and level and also to assist in giving direction to eliminating weaknesses. The test data provided the impetus in the various schools for needed administrative structure and support along with internal modifications to county programs.

Interpretation and Presentation of MAP Results to Both the Educational Community and the General Public

The MAP results are reported annually in Calvert County to various groups. Initially, scores are reviewed and analyzed by the Board of Education in an open meeting. A press conference follows to disseminate data to the various local newspapers. The newspapers publish the various tables and reviews for the public. Because many of these data are subject to interpretation, individual schools hold open meetings to review their data and answer questions concerning the scores.

Each parent of a student participant in the MAP receives a personalized letter from the school principal indicating the student's achievement in the basic subtests and his relative standings according to his school, the county, the state and the national norms. These scores provide the parent and the student the opportunity to evaluate academic progress. A testing coordinator or counselor is set up at each school in order that parents and/or students can have questions answered and scores interpreted so as to provide thorough understanding of the data.

Every school staff along with the central office staff is given a general review of school and/or system data. This review is then utilized as a means of checking progress of school objectives and priorities. Each participating teacher and department is given an item analysis in order to evaluate program implementation. The school item analyses are utilized in determining specific weaknesses and relative strengths of ongoing programs.

Individual item analyses are made available for teachers and administrators for grouping purposes. Various skill weaknesses are isolated by the instructional staff to develop plans to remediate these skill deficiencies.

Locally Initiated Evaluative Efforts That Have Been Undertaken

Students in Calvert County are exposed to a systematic evaluation schedule which aims to provide a continuous assessment of their progress. Students from preschool through grade 12 are evaluated and data is returned to the system, school, teacher and student or parents for review.

This assessment system is initiated during the preschool years as student readiness is evaluated utilizing the Tests of Basic Experiences. Results of these readiness tests are utilized by kindergarten teachers for determining readiness for various activities. As a continuation of readiness evaluation, all kindergarten students are pre- and post-tested utilizing the Stanford Early School Achievement Tests. The pre-post data analyze student growth and program effectiveness. A continuous use of this instrument provides system data on populations and programs. Individual student data provide for early grouping of grade 1 students.

During the 1975-76 school year, all grade one students were evaluated on the Iowa Tests of Basic Skills. This test provides an initial data base for all students in the Calvert County system and gives some indications relative to the instructional programs at that level.

During the 1975-76 school year, eighth-grade students were evaluated using the Everyday Skills Tests. The results were used to determine the effectiveness as a conclusion of the pre-high school program, to determine class groups for the secondary level, to serve as a guidance tool and aid for scheduling individuals, and finally to determine student deficiency prior to the entrance to the senior high schools.

The above-mentioned assessments, coupled with the Iowa Tests of Basic Skills, provided a continuous assessment of achievement for Calvert County students. The data received from these assessments affected decisions made regarding the effectiveness of Calvert County's instructional programs.

Program Modification Activities

During the 1975-76 school year, a high-intensity reading laboratory, designed to remediate deficiencies in elementary students' reading skills, was introduced into one school in Calvert County. Students were individually assessed, diagnoses were made of abilities and skills, and programs were planned to meet their needs. The students then were monitored for success. This unique system was designed and implemented in order that reading deficiencies would be decreased. Because of the initial success, additional laboratories are being furnished to other schools with similar populations of deficient readers.

To satisfy the felt need of early readiness and formalized instruction in kindergarten, a tri-level reading program was designed for kindergarten students during the 1975-76 school year. This need, uncovered due to the systematic evaluation efforts, will be met with the developmental readiness programs adopted for system-wide utilization during the 1976-77 school year.

Another developmental effort which was completed during the 1975-76 school year was the unification of the Tri-County Language Arts Bulletin with the social studies units presently being taught in the schools. It was the goal of this attempt to provide a coordination of the basic skills in language arts to the social studies content area.

In the ninth grade, students who were identified as deficient in the basic skills were given specific individual instruction and review in the areas of language and mathematics. Teachers and aides developed learning stations and planned other activities which helped to give students basic instruction in these areas. Additional staff, including instructional aides and teachers, were also allocated at the senior-high level in order that deficient youngsters would be grouped in classes with smaller numbers, affording the teacher additional time for remediation efforts.

A program for highly able readers was initiated at the elementary and middle-school levels which permitted students the opportunity to advance through a set of materials designed to meet their needs and to challenge their abilities at a pace that they set for themselves. Students for this program were selected because of their tested achievement levels and proven abilities.

Unmet Needs With Respect to Implementing the Maryland Accountability Program

The following unmet needs in Calvert County are part of continuous evaluation efforts and are at various stages of development. Continued improvement in program and services should evolve as efforts are made to deal with these needs:

- Improvement of student-teacher ratios;
- Development of a comprehensive reading program;
- Development of a comprehensive mathematics program K-12;
- Introduction and monitoring of a basic functional reading program K-12;
- Development of a complete program for the academically talented;
- Expansion of the special education programs to meet the needs of all students;
- Implementation of special programs for the academically deficient; and

- . Provision for basic skill instruction in all grades at all levels.

Unmet needs also remain in the areas of measurement and evaluation. Since the instruments currently used for state-wide assessment do not address all of the systems goals and curricula activities, it is evident that state and county efforts to identify and develop more appropriate and comprehensive instruments must be initiated. Each school objective and county goal must have a valid and reliable corresponding measurement tool to determine accomplishment. When this total development and assessment of goals and objectives of county and school are met, accountability will have served one of its designated purposes.

In spite of these unmet needs, the Calvert County school system has responded positively to the opportunities that are made available because of the Maryland Accountability Program. It is felt that instructional services to the students have been greatly enhanced because of the state-wide efforts and that over an expanded period of time, the needs will be alleviated.

Comments Concerning the Accountability Program

The Maryland Accountability Program has provided the impetus for county-wide evaluation programs and a systematic look at instructional priorities. Due to its implementation, the students in Calvert County have received the benefits of continuous evaluation and program adjustments.

A continuous monitoring and reporting of academic achievement will provide some basis for the evaluation of county instructional programs as well as affording the individual with the means of making decisions concerning goals and future experiences.

Program priorities and adjustments made because of the county and state evaluation programs will benefit the students in the county assuring that the various curricula meet the needs and capabilities of the students of the county.

The educators in Calvert County have made great use of the accountability data designed to measure school success. Continuous development in all educational programs, with an emphasis on the basic skills of reading, writing and mathematics, has been the result.

As students, teachers, administrators and other school personnel are educated in the uses and interpretive skills necessary in analyzing the results, much more will be accomplished in Calvert County. Public dissemination of these data is imperative, but misinterpretation is widespread and has the potential for negatively-affecting image, programs and system rapport. A state-level in-service program in which general-public reporting techniques and general definitions should be implemented. Accountability needs to have a positive image both in schools and generally. It is imperative that state-and county-level dissemination of data is understood and useful.

CALVERT COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
25,100	\$11,419	24.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.1	10.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,923	\$12,274	\$21,378	7.8	19.8

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.8%	18.2	94.6%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,169.24	\$805.95	69.0%	\$36.12

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.1%	\$13.28	1.1%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

CALVERT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	508	97.24	6	95.3	15.39	3.14	1.02
	5	504	96.83	6	98.6	15.40	4.74	1.61
	7	562	96.98	2	94.9	15.40	5.95	1.76
	9	647	80.99	2	95.9	16.96	7.30	2.14
(2) READING COMPRE- HENSION (ITBS)	3	508	97.24	6	95.3	15.39	3.30	1.09
	5	504	96.83	6	98.6	15.40	4.89	1.44
	7	562	96.98	2	94.9	15.40	6.24	1.57
	9	647	80.99	2	95.9	16.96	7.43	2.01
(3) SPELLING (ITBS)	3	508	97.24	6	95.3	15.39	3.75	1.31
	5	504	96.83	6	96.6	15.40	5.19	1.81
	7	562	96.98	2	94.9	15.40	6.23	1.90
	9	647	80.99	2	95.9	16.96	7.13	2.34
(4) CAPITAL- IZATION (ITBS)	3	508	97.24	6	95.3	15.39	3.98	1.36
	5	504	96.83	6	98.6	15.40	5.67	1.67
	7	562	96.98	2	94.9	15.40	6.40	1.82
	9	647	80.99	2	95.9	16.96	7.21	2.31
(5) PUNCTUATION (ITBS)	3	508	97.24	6	95.3	15.39	4.03	1.49
	5	504	96.83	6	98.6	15.40	5.53	1.57
	7	562	96.98	2	94.9	15.40	6.34	1.75
	9	647	80.99	2	95.9	16.96	7.21	2.27

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE + (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	508	97.24	6	95.3	15.39	3.44	1.26
	5	504	96.83	6	98.6	15.40	5.18	1.67
	7	562	96.98	2	94.9	15.40	6.10	2.03
	9	647	80.99	2	95.9	16.96	7.27	2.26
(7) LANGUAGE TOTAL (ITBS)	3	508	97.24	6	95.3	15.39	3.80	1.19
	5	504	96.83	6	98.6	15.40	5.39	1.48
	7	562	96.98	2	94.9	15.40	6.27	1.63
	9	647	80.99	2	95.9	16.96	7.21	2.01
(8) MATHEMATICAL CONCEPTS (ITBS)	3	508	97.24	6	95.3	15.39	3.28	0.97
	5	504	96.83	6	98.6	15.40	5.29	1.35
	7	562	96.98	2	94.9	15.40	6.29	1.37
	9	647	80.99	2	95.9	16.96	7.52	1.82
(9) MATHEMATICAL PROBLEMS (ITBS)	3	508	97.24	6	95.3	15.39	3.34	1.00
	5	504	96.83	6	98.6	15.40	5.16	1.31
	7	562	96.98	2	94.9	15.40	6.32	1.47
	9	647	80.99	2	95.9	16.96	7.50	1.95
(10) MATHEMATICAL TOTAL (ITBS)	3	508	97.24	6	95.3	15.39	3.31	0.93
	5	504	96.83	6	98.6	15.40	5.23	1.24
	7	562	96.98	2	94.9	15.40	6.30	1.30
	9	647	80.99	2	95.9	16.96	7.50	1.76

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	92.4	92.9	95.3
	5	93.4	94.6	98.6
	7	90.8	91.3	94.9
	9	92.9	91.1	95.9
VOCABULARY (ITBS)	3	2.94	2.92	3.14
	5	4.21	4.54	4.74
	7	5.71	5.78	5.95
	9	7.14	7.07	7.30
READING COMPREHENSION (ITBS)	3	3.04	3.03	3.30
	5	4.41	4.61	4.89
	7	5.96	6.06	6.24
	9	7.33	7.30	7.43
LANGUAGE TOTAL (ITBS)	3	3.39	3.37	3.80
	5	4.57	4.98	5.39
	7	5.72	5.86	6.27
	9	7.02	6.92	7.21
MATHEMATICAL TOTAL (ITBS)	3	3.07	3.02	3.31
	5	4.67	4.94	5.23
	7	6.08	6.19	6.30
	9	7.36	7.33	7.50

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

CALVERT COUNTY (APPEAL - NORTHERN HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$12)
APPEAL	K-5	458	16.7	94.6	25.5	2.0	10.8	16.0	14.5	22.0	10.9	8,408
BEACH	K-5	515	18.1	93.4	26.5	2.0	4.9	18.0	5.3	21.6	10.7	8,811
CENTRAL	K-5	649	18.8	95.6	32.5	2.0	9.4	23.4	8.7	33.1	10.9	8,890
HUNTINGTON	K-5	383	15.3	96.0	22.0	3.0	6.6	22.7	6.0	19.9	10.8	8,940
MT HARMONY	K-5	749	19.0	95.4	37.5	2.0	8.9	11.0	16.5	16.7	10.7	8,792
MUTUAL	P-6	340	15.5	95.8	20.0	2.0	5.8	26.7	22.7	NA	NA	NA
CALVERT CO MIDDLE SCHOOL	6-8	788	18.8	93.4	40.0	2.0	10.1	18.5	28.6	28.1	10.9	8,669
NORTHERN MIDDLE	6-8	947	21.0	93.4	43.0	2.0	4.9	27.0	24.4	NA	NA	NA
CALVERT SR HIGH	9-12	990	22.5	91.2	41.0	3.0	13.2	20.3	40.9	29.7	10.9	8,669
NORTHERN HIGH	9-12	1,028	19.4	95.7	50.0	3.0	5.9	9.5	17.0	NA	NA	NA

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CALVERT COUNTY (APPEAL - NORTHERN HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

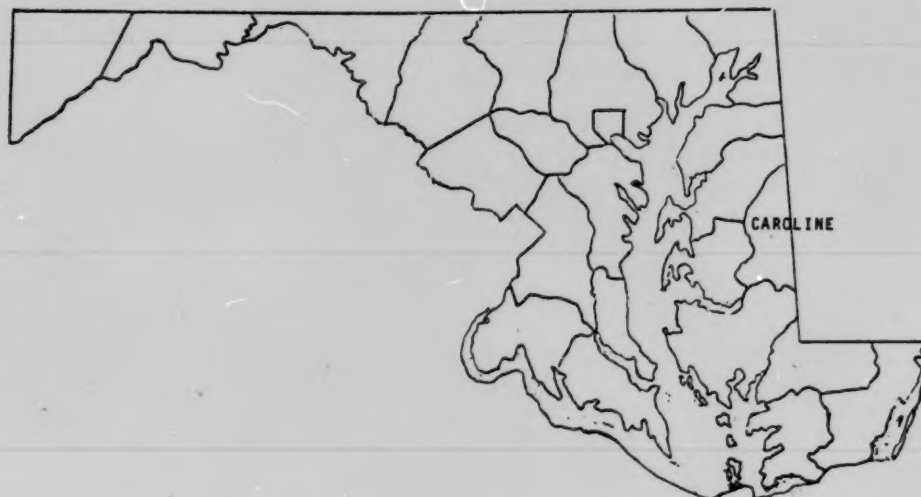
CALVERT COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-
		SAS	SE	LAND NORM	ENCE	SE	LAND NORM	ENCE	SE	LAND NORM	ENCE	SE	LAND NORM	ENCE
APPEAL	3	92.5	2.77	3.10	-.33	2.95	3.15	-.20	3.19	3.55	-.36	2.91	3.20	-.29
	5	96.4	4.47	4.75	-.28	4.74	4.80	-.06	4.80	5.10	-.30	4.78	5.04	-.26
BEACH	3	91.2	3.09	3.02	+.07	3.31	3.06	+.25	3.40	3.47	-.07	3.33	3.12	+.21
	5	97.0	4.36	4.80	-.42	4.71	4.85	-.14	4.86	5.15	-.29	4.87	5.08	-.21
CENTRAL	2	95.2	3.03	3.27	-.24	3.23	3.33	-.10	3.53	3.73	-.20	3.20	3.36	-.16
	5	101.2	4.49	5.17	-.68	4.73	5.20	-.47	5.23	5.50	-.27	5.12	5.42	-.30
HUNTINGTOWN	3	98.8	3.78	3.50	+.28	3.79	3.56	+.23	4.77	3.97	+.80	3.84	3.57	+.27
	5	100.0	5.85	5.06	+.79	5.48	5.10	+.38	6.35	5.40	+.95	5.71	5.32	+.39
ST HARMONY	3	100.7	3.38	3.62	-.24	3.56	3.69	-.13	4.45	4.09	+.36	3.61	3.68	-.07
	5	99.6	4.80	5.03	+.23	5.02	5.07	-.05	5.81	5.37	+.44	5.69	5.29	+.40
MUTUAL	2	90.2	2.78	2.96	-.18	2.89	3.00	-.11	3.42	3.40	+.02	2.89	3.06	-.17
	5	94.5	4.49	4.58	-.09	4.55	4.64	-.09	5.07	4.54	+.53	4.92	4.88	+.04
CALVERT CO MIDDLE	7	94.5	5.98	5.92	+.06	6.23	6.01	+.22	6.42	6.16	+.26	6.37	6.26	+.11
NORTHERN MIDDLE	7	95.3	5.93	6.02	-.09	6.25	6.09	+.16	6.14	6.25	-.11	6.25	6.35	-.10
CALVERT SENIOR HIGH	9	95.0	7.22	7.31	-.09	7.28	7.25	+.03	7.32	7.46	-.14	7.45	7.48	-.03
NORTHERN HIGH	5	96.7	7.37	7.53	-.16	7.55	7.47	+.08	7.11	7.65	-.54	7.55	7.69	-.14

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Caroline County



Introduction

The 1975-76 school year was the third year for the implementation of the Maryland State Accountability Law. The two major parts of the law require: (1) assessing pupil needs through the use of standardized tests in mathematics, reading, and writing, and (2) establishing objectives at each school for teaching these same three subjects so that pupils can apply appropriate skills both inside and outside the classroom environment.

The Maryland Accountability Program assisted the Caroline County Educational System by developing state goals and objectives in the areas of reading, writing, and mathematics. This led to the development of county and school goals and objectives. All teachers, administrators, and county staff members were involved in this development. During the 1975-76 school year, considerable time, energy, and money were used in the implementation of the established school objectives. Staff members from the State Department of Education provided consultative services as needed. County inservice workshops and faculty meetings were held to provide teachers with ideas and activities for reaching school objectives.

The Caroline County Educational System has truly accepted the challenge of accountability. Effort will be made to extend a systematic approach to planning and implementing the teaching/learning process.

Interpretation and Publication

Separate meetings were held with the following groups in the educational community to present and to interpret the MAP results:

Central administrative staff
Board of Education
Principals
School faculties

Pupils' individual test scores were recorded in their cumulative records, and where appropriate, these formal assessments were used by teachers of the respective subject areas in their counseling and placement of pupils. The test results were also referred to by secondary-school counselors during conferences with individual pupils and groups of pupils.

The general public was informed of the MAP results through local newspapers. Moreover, school principals made presentations to their respective P.T.A. organizations.

Test results for 1976 were not significantly different from the 1975 test scores.

Evaluation

In addition to the state-required testing program of the Iowa Tests of Basic Skills in grades 3, 5, 7, and 9 and the Maryland Basic Skills reading tests in grades 7 and 11, the following testing program is used to assess the degree to which county educational objectives are met and to support the MAP program:

- Metropolitan Readiness to all Title I students
- Primary Mental Abilities Test - Kindergarten
- Systematic Teacher Observation Instrument - K-1
- Differential Aptitude Test - grade 8
- Kuder - grade 9 - Interest Inventory
- General Aptitude Test Battery - grades 9, 10, 11 as needed
- Armed Services Vocational Aptitude Battery - grade 11
- Armed Services Vocational Aptitude Battery - grade 12
for those students who desire it

Efforts to extend the assessment component of the Maryland Accountability Program are being planned, and are treated in a later part of this narrative (See Unmet Needs).

Program Modification

Staff reorganization at the county level has been initiated to upgrade classroom instruction. In addition to the appointment of a Director of Elementary Education and a Director of Secondary Education, a Coordinator of Federal Programs and a Coordinator of Reading have been employed. As a result of this reorganization, both the supervision of and assistance to classroom teachers by administrative personnel has been expanded. Moreover, administrative personnel have met and planned workshops to develop the state's plan for a more effective school reading program.

Some teachers have already selected specific activities to implement the program objectives in reading, writing, and mathematics. Plans are being formulated to encourage all teachers to select activities that promote the accomplishment of objectives in these subject areas.

Specific instances in which the educational program has been modified include:

- A kindergarten curriculum has been developed with an emphasis on the language arts;
- New mathematics textbooks that emphasize fundamental processes and practical application are now being used in grades K-6;
- Classroom teachers are being required to make more use of the State bulletin, Functional Reading, Volume I and Volume II in grades K-12;
- A skills checklist, which corresponds closely to state goals in reading and writing, has been developed and implemented at the middle-school level;

- A new approach to beginning foreign language at the middle-school will have more emphasis on language construction, which should lead to a better understanding of the English language; and
- Individual test scores in reading, language arts, and mathematics are being used for counseling and placement of pupils.

It is anticipated that these modifications of the educational program will enhance the quality of instruction in meeting the unique needs of children.

Unmet Needs

In our effort to upgrade the instructional services of the county schools, additional money and time are necessary for staff development and inservice programs for administrative and instructional personnel. Training is needed in the area of instruction as well as in the area of testing, specifically in the interpretation of test results.

Attention is needed in the area of item analysis of standardized tests. Also, while some effort has been made to correlate activities with subject area objectives in the past few years, this implementation is in need of expansion. Another unmet need is the development of instruments to assess the objectives of the program. Additionally, the objectives will require constant revision.

General Comments

The primary goal of the public schools in Caroline County is to promote the intellectual development of students. This is the dimension upon which the Maryland Accountability Program is based, and for which the local educational agency is directly accountable.

Since what the child already knows determines the point at which teaching proceeds, what is learned today becomes the basis for what is learned tomorrow. Our schools help students to develop intellectually, physically, emotionally, socially, and aesthetically.

As the demands of our society change, educational techniques and procedures are updated in Caroline County. Our educators are trained to develop, evaluate, and revise the curriculum to include new content, materials, procedures, and an improved school plant. With the help of parents, students, and other lay people, our curriculum is made relevant to the needs of the community.

Through implementation of county educational goals and objectives in the curriculum, Caroline County is recognized as a school system accountable to its students, parents, and taxpayers.

CAROLINE COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
21,100	\$8,299	21.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.8	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,251	\$10,734	\$16,559	9.9	15.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
14.9%	18.1	94.8%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,049.65	\$734.48	70.0%	\$23.02

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.2%	\$9.54	0.9%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

CAROLINE COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	355	96.90	5	99.1	14.48	3.39	1.05
	5	420	94.76	5	97.7	16.19	4.86	1.45
	7	449	92.87	2	97.9	14.81	6.58	1.68
	9	461	88.29	2	98.5	16.11	7.78	1.99
(2) READING COMPRE- HENSION (ITBS)	3	355	96.90	5	99.1	14.48	3.48	1.20
	5	420	94.76	5	97.7	16.19	5.07	1.41
	7	449	92.87	2	97.9	14.81	6.62	1.56
	9	461	88.29	2	98.5	16.11	7.97	1.80
(3) SPELLING (ITBS)	3	355	96.90	5	99.1	14.48	4.12	1.30
	5	420	94.76	5	97.7	16.19	5.41	1.79
	7	449	92.87	2	97.9	14.81	7.04	1.96
	9	461	88.29	2	98.5	16.11	7.91	2.21
(4) CAPITAL- IZATION (ITBS)	3	355	96.90	5	99.1	14.48	4.09	1.27
	5	420	94.76	5	97.7	16.19	5.36	1.63
	7	449	92.87	2	97.9	14.81	6.69	1.93
	9	461	88.29	2	98.5	16.11	7.64	2.21
(5) PUNCTUATION (ITBS)	3	355	96.90	5	99.1	14.48	4.10	1.45
	5	420	94.76	5	97.7	16.19	5.16	1.57
	7	449	92.87	2	97.9	14.81	6.27	1.75
	9	461	88.29	2	98.5	16.11	7.69	2.16

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE #
(CONTINUED)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
SKILL AREAS	GRADE	NUMBER OF STUDENTS ENROLLED	PERCENT OF STUDENTS TESTED	NUMBER OF SCHOOLS TESTED	AVERAGE STANDARD AGE SCORE (SAS)	STANDARD DEVIATION (SD)	AVERAGE GRADE EQUIVALENT (GE)	STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	355	96.90	5	99.1	14.48	3.48	1.26
	5	420	94.76	5	97.7	16.19	4.85	1.68
	7	449	92.87	2	97.9	14.81	6.21	2.02
	9	461	88.29	2	98.5	16.11	7.45	2.20
(7) LANGUAGE TOTAL (ITBS)	3	355	96.90	5	99.1	14.48	3.95	1.17
	5	420	94.76	5	97.7	16.19	5.19	1.45
	7	449	92.87	2	97.9	14.81	6.55	1.65
	9	461	88.29	2	98.5	16.11	7.67	1.93
(8) MATHEMATICAL CONCEPTS (ITBS)	3	355	96.90	5	99.1	14.48	3.47	0.94
	5	420	94.76	5	97.7	16.19	5.12	1.27
	7	449	92.87	2	97.9	14.81	6.77	1.49
	9	461	88.29	2	98.5	16.11	7.91	1.81
(9) MATHEMATICAL PROBLEMS (ITBS)	3	355	96.90	5	99.1	14.48	3.57	1.14
	5	420	94.76	5	97.7	16.19	5.03	1.26
	7	449	92.87	2	97.9	14.81	6.59	1.46
	9	461	88.29	2	98.5	16.11	8.12	1.83
(10) MATHEMATICAL TOTAL (ITBS)	3	355	96.90	5	99.1	14.48	3.52	0.98
	5	420	94.76	5	97.7	16.19	5.08	1.17
	7	449	92.87	2	97.9	14.81	6.69	1.35
	9	461	88.29	2	98.5	16.11	8.01	1.69

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES ±)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1965 - 1976
NONVERBAL ABILITY (CAT)	3	96.7	98.5	99.1
	5	98.7	97.1	97.7
	7	94.7	96.7	97.9
	9	101.0	96.4	98.5
VOCABULARY (ITBS)	3	3.23	3.45	3.39
	5	5.01	4.78	4.86
	7	6.46	6.40	6.58
	9	8.16	7.89	7.78
READING COMPREHENSION (ITBS)	3	3.47	3.64	3.48
	5	5.15	5.07	5.07
	7	6.58	6.54	6.62
	9	8.24	7.97	7.97
LANGUAGE TOTAL (ITBS)	3	3.80	3.97	3.95
	5	5.26	5.21	5.19
	7	6.47	6.44	6.55
	9	8.09	7.76	7.67
MATHEMATICAL TOTAL (ITBS)	3	3.38	3.49	3.52
	5	5.18	5.04	5.08
	7	6.72	6.49	6.69
	9	8.09	7.90	8.01

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

CAROLINE COUNTY (DENTON - RIVERVIEW JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE†

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
DENTON	K-6	663	18.2	96.8	34.5	2.0	9.0	16.0	14.5	14.9	11.0	7,900
FEDERALSBURG	K-6	646	19.1	96.6	32.8	1.0	9.6	20.0	7.1	31.3	10.4	6,903
GREENSBORO	K-6	579	17.9	96.2	30.4	2.0	8.3	7.3	9.9	23.0	10.1	7,416
PRESTON	K-6	486	19.9	96.7	23.4	1.0	11.2	14.0	22.1	18.9	10.5	7,536
RIDGELY	K-6	331	19.6	95.8	15.9	1.0	10.7	8.5	0.6	20.8	10.0	7,299
COLONEL RICHARDSON JR HIGH	7-8	383	16.8	92.5	20.8	2.0	11.2	23.5	21.9	25.6	10.4	7,217
COLONEL RICHARDSON SR HIGH	9-12	689	19.5	95.2	33.3	2.0	10.2	21.5	15.9	26.7	10.4	7,244
NORTH CAROLINE SR HIGH	9-12	958	16.7	92.2	54.4	3.0	10.2	14.0	13.9	17.9	10.4	7,516
RIVERVIEW JR HIGH	7-8	516	17.5	94.4	27.5	2.0	9.3	11.0	13.5	17.5	10.8	7,616

† SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CAROLINE COUNTY (DENTON - RIVERVIEW SR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

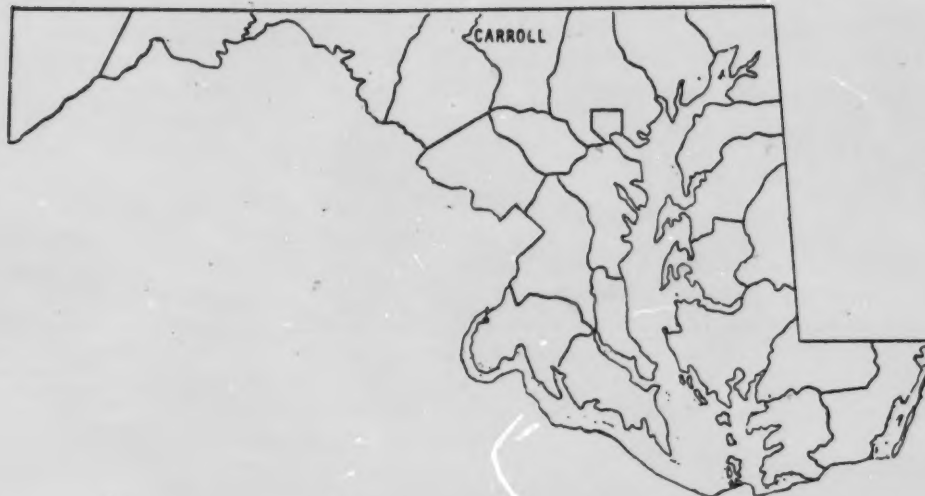
CAROLINE COUNTY
SCHOOL SYSTEM

..... SKILL AREAS															
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	
		SAS	GE			GE			GE			GE			
DENTON	3	96.9	3.47	3.38	+0.09	3.43	3.44	-0.01	4.04	3.84	+0.20	3.43	3.46	-0.03	
	5	96.7	4.83	4.78	+0.05	4.99	4.82	+0.17	5.11	5.12	-0.01	4.89	5.06	-0.17	
FEDERALSBORE	2	100.8	3.57	3.63	-0.06	3.67	3.69	-0.02	4.08	4.10	-0.02	3.72	3.69	+0.03	
	5	101.2	4.84	5.17	-0.33	5.10	5.20	-0.10	5.27	5.50	-0.23	5.24	5.42	-0.18	
GREENSBORO	3	99.3	3.22	3.54	-0.32	3.41	3.60	-0.19	3.70	4.00	-0.30	3.38	3.60	-0.22	
	5	96.4	4.72	4.75	-0.03	5.03	4.80	+0.23	5.11	5.10	+0.01	5.21	5.04	+0.17	
PRESTON	3	98.2	3.23	3.47	-0.24	3.27	3.52	-0.25	3.98	3.93	+0.05	3.52	3.53	-0.01	
	5	96.4	4.98	4.75	+0.23	5.17	4.80	+0.37	5.46	5.10	+0.36	5.08	5.04	+0.04	
RIDGELY	2	101.1	3.40	3.65	-0.25	3.65	3.71	-0.06	3.79	4.12	-0.33	3.45	3.70	-0.25	
	5	97.1	4.99	4.81	+0.18	5.06	4.86	+0.20	5.01	5.16	-0.15	4.89	5.09	-0.20	
COL. RICHARDSON JR H	7	99.0	6.67	6.47	+0.20	6.74	6.50	+0.24	6.79	6.67	+0.12	6.62	6.76	-0.14	
COL. RICHARDSON SR H	9	98.1	7.72	7.71	+0.01	7.70	7.65	+0.05	7.66	7.80	-0.14	8.00	7.86	+0.14	
NORTH CAROLINE SR HI	9	98.8	7.83	7.80	+0.03	8.18	7.73	+0.45	7.68	7.88	-0.20	8.02	7.95	+0.07	
RIVERVIEW JR HIGH	7	97.3	6.53	6.26	+0.27	6.55	6.31	+0.24	6.41	6.48	-0.07	6.73	6.57	+0.16	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Carroll County



Introduction

In year III of the Maryland Accountability Program (MAP), the Carroll County Public Schools noted a growing stability in test data as well as an increased emphasis on the positive utilization of MAP results for program improvement. Although we believe that several more years of data need to be collected before upward or downward fluctuations can be meaningfully interpreted, the data base after three years of experience is sufficient to begin some important activities.

MAP and the Instructional Program

Basic to the instructional philosophy in Carroll County is the idea that data, including MAP test results, are valuable only to the extent that they are translated into activities which promote individual pupil growth and development. To this end, teachers, principals, curriculum specialists and parents have analyzed results in comparison with existing curricula in mathematics, reading, writing and study skills.

Activities required to establish, and systematically review, goals and objectives at the system and school level are among the most important aspects of MAP. These activities provide the greatest potential for ultimate improvement of instruction and increased pupil learning. The school-level instructional goals and related performance objectives for pupils, first established during 1973-74, are refined and updated as better information becomes available. During 1975-76, the following activities took place:

- . A set of Mathematics Performance Objectives, K-8, was established. These objectives provide the basis for a total instructional system. They can be used to construct objective tests, unit tests and diagnostic tests. By keying activities and materials to the objectives, a more systematic instructional approach can be followed;
- . Reading continued to receive priority rating from teachers, administrators and parents. Item analyses of both the ITBS and Basic Reading Skills Mastery Test were obtained in order to identify specific areas of strengths and weaknesses and to provide a direct linkage between assessment activities and curriculum. The catalog of performance objectives was used for the development of sequential reading programs; and
- . Guides, handbooks and activities booklets which parallel the catalog of performance objectives in writing were prepared for language arts teachers. Inservice training activities on the use of these materials are being conducted. The concept that all teachers are teachers of language arts was promoted through inservice activities, and was given additional reinforcement through our Project BLAST - Basic Language Arts Skills Techniques.

An activity that both preceded and is concurrent with the MAP is the system-wide effort to improve planning, management and assessment capabilities. Major activities accomplished during 1975-76 included:

- . A series of leadership workshops for administrative and supervisory staff focusing on program planning, monitoring and evaluation;
- . Community participation in identifying and ranking the long-range goals and objectives for the school system; and
- . Preparation of an educational plan which provides a framework for program decisions which move the school system toward achievement of identified goals and objectives.

Interpretation and Dissemination of MAP Results

The primary purpose of interpretation and dissemination activities is to provide information for instructional decisions at the classroom level. The most important outcome of MAP or any other data system is the use of information by teachers in daily activities which promote pupil progress.

Formal procedures for sharing results with teachers, principals and curriculum specialists have been established. The provision of item analysis and curriculum specialists have been established. The provision of item analysis and consultant service insures that the most usable and relevant data provided instructional decision makers.

Public release of MAP results is accomplished through press conferences, news releases and personal presentations to groups such as the Curriculum Council and parent-teacher organizations. Test results for each school and grade are released in the same format as used by the Maryland State Department of Education. Principals, with assistance from appropriate curriculum specialists in the Central Office, have responsibility for interpretation of data to parents and the school community. Much time and effort is devoted to insuring that test scores are reported accurately, and that interpretations of data are reasonable and appropriate.

Local Evaluation Efforts as an Extension of MAP

One of the important outcomes of MAP during the first three years is a renewed interest in program monitoring and evaluation at all levels. While formal testing procedures in MAP concentrate on mean achievement levels for large groups of children, Carroll County has extended the accountability concept to include an assessment of what we teach and the impact of that teaching on individual students.

As indicated in previous sections of this report, item analyses of ITBS and Basic Reading Skills Mastery Test results have been prepared. These have provided a direct linkage between the

testing program and classroom instruction. We have also secured consultant service through the test publisher in all of the instructional areas covered. As a result, committees of teachers and curriculum specialists are now at work answering three questions which arise from the MAP experience:

- . What do test scores indicate?
- . How can test results be translated into instructional program improvement?
- . What is the total impact of testing on individual learners?

A few of the major activities designed as an extension of MAP are:

- . Mathematics - In cooperation with the Data Processing Department, a computer-managed evaluation scheme has been developed and piloted. The classroom teacher can select test items for a specified subset of objectives from a catalog of objectives. By submitting student answer-sheets to the Computer Center, teachers can receive, (1) an item analysis for each student, (2) both team and class grouping reports, and (3) individual student instructional prescriptions;
- . Reading - In addition to the analysis of Basic Reading Skills Mastery Tests at the levels determined by the Maryland State Department of Education, several elementary schools and all elementary and middle-school reading resource teachers are using criterion-referenced testing to identify specific skills as a prerequisite to the development of purposeful instruction. These activities are developmental and ongoing. The concept of an Instructional Decision Team has been extended to include ancillary school personnel in the writing of Educational Management Plans for children; and
- . Writing - To complement the assessment component of MAP, the language arts department has developed sample test items for selected objectives in writing. Pre- and post-tests based on these samples are being developed.

Carroll County has also decided to administer the entire battery of tests associated with the basic MAP instrumentation. Information important to the development of instructional programs in the areas of study skills and map and globe skills is being accumulated. Testing will continue in grades 3, 5, 7, and 9.

Program Modification Activities

Several program modifications have been mentioned in previous sections of this report. Any list of such activities would also include:

- . Mathematics - Since MAP results indicate that a portion of the students in Carroll County are below grade level, a mathematics component has been added to the FSEA Title I program. Teachers in eligible schools have been involved in instructional and curriculum development workshops. At the middle-and high-school levels, a program, supported by the Maryland State Department of Education under QIP, entitled Basic Mathematics Proficiency - A Personalized Approach was developed and has been successfully piloted. The Carroll County Long-Range Plan developed concurrently has also been useful in guiding program modifications in mathematics;
- . Reading - A ten-year reading plan has been developed as a system-wide project. This plan includes the development of functional reading programs K-12, the application of Standards for Successful Reading Programs, and inservice training programs for strengthening diagnostic-prescriptive techniques for improving student reading proficiencies. A Highly Able Readers' Project has been developed and was successfully piloted at the elementary, middle-and high-school levels. Communications Skills Laboratories for disadvantaged and handicapped students are now functional in all high schools; and
- . Writing - The language arts department developed a five-year plan which recognizes the basic skills priorities. Middle School Model Unit Plans in Listening and Writing provide for greater structure and specific skill instruction in the two areas. In-service courses in the teaching of composition and in oral language development will be offered during 1976-77.

All of these program modifications, and many others, result from critical analysis of MAP results and are designed to meet the unique learning needs of children in our schools. The establishing of catalogs of performance objectives in mathematics, reading and writing was the critical first step in program development.

Unmet Needs

The public schools of Carroll County have faithfully met all requirements of the Maryland Educational Accountability Act. Our view of MAP is that it has established a framework for instructional improvement in our schools. The unmet needs in Carroll

County relate to our continuing efforts to fill in that framework and to realize the potential for learning growth for children established by MAP.

Continued refinement of performance objectives, the development of evaluative measures similar to criterion-referenced tests with content validity for Carroll County, and provision for in-service training of the professional staff are areas which will require considerable time and attention over the next few years.

Other unmet needs are being considered at the present time. Carroll County views these as primary local responsibilities and efforts are being directed toward meeting them.

- . Existing MAP instrumentation does not cover all skill areas within the content areas of mathematics, reading and writing;
- . Instrumentation for measuring growth in several important affective areas is not available; and
- . There is a need to refine our procedures for documenting growth for individual students.

Comments

In summary, the Carroll County Public Schools view the results of the assessment component of MAP with a degree of satisfaction. Analysis of ITBS and BRSMT scores indicates that mean achievement levels for Carroll County students exceed State norms at all grade levels and for all subtests. Satisfaction, however, should not be construed as complacency. It is recognized that much work must be accomplished in continuing our efforts to maximize growth and learning for every student.

Norm referenced testing by itself does not adequately measure the effectiveness of a school system or its instructional programs. Such testing provides little assistance in efforts to monitor individual pupil growth and development. For these reasons, Carroll County is moving, as rapidly as human and financial resources permit, toward supplementing the MAP assessment component with other measures including criterion-referenced materials and process-evaluation activities. We believe that the combination of these measures, locally designed and administered, with the basic MAP assessment plan will provide for better accountability to the students, parents, and communities we serve.

CARROLL COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
79,100	\$12,845	7.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	10.7

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
19,275	\$11,279	\$20,144	8.6	20.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
15.0%	19.9	95.1%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,215.67	\$808.04	72.4%	\$31.25

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.8%	\$21.26	1.9%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

CARROLL COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
SKILL AREAS	GRADE	NUMBER OF STUDENTS ENROLLED	PERCENT OF STUDENTS TESTED	NUMBER OF SCHOOLS TESTED	AVERAGE STANDARD AGE SCORES (SAS)	STANDARD DEVIATION (SD)	AVERAGE GRADE EQUIVALENT (GE)	STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,413	97.74	15	105.3	15.78	3.95	1.08
	5	1,538	99.28	14	107.4	13.76	5.67	1.45
	7	1,688	89.45	7	107.4	14.70	7.40	1.72
	9	1,576	90.29	4	107.4	16.07	8.77	1.86
(2) READING COMPRE- HENSION (ITBS)	3	1,413	97.74	15	105.3	15.78	4.04	1.24
	5	1,538	99.28	14	107.4	13.76	5.68	1.43
	7	1,688	89.45	7	107.4	14.70	7.37	1.67
	9	1,576	90.29	4	107.4	16.07	8.73	1.85
(3) SPELLING (ITBS)	3	1,413	97.74	15	105.3	15.78	4.68	1.26
	5	1,538	99.28	14	107.4	13.76	6.09	1.70
	7	1,688	89.45	7	107.4	14.70	7.66	2.07
	9	1,576	90.29	4	107.4	16.07	8.64	2.17
(4) CAPITAL- IZATION (ITBS)	3	1,413	97.74	15	105.3	15.78	4.58	1.24
	5	1,538	99.28	14	107.4	13.76	6.14	1.69
	7	1,688	89.45	7	107.4	14.70	7.85	2.06
	9	1,576	90.29	4	107.4	16.07	8.77	2.19
(5) PUNCTUATION (ITBS)	3	1,413	97.74	15	105.3	15.78	4.69	1.38
	5	1,538	99.28	14	107.4	13.76	5.95	1.69
	7	1,688	89.45	7	107.4	14.70	7.49	2.04
	9	1,576	90.29	4	107.4	16.07	8.46	2.25

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE #
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,413	97.74	15	105.3	15.78	4.16	1.35
	5	1,538	99.28	14	107.4	13.76	5.61	1.73
	7	1,688	89.45	7	107.4	14.70	7.39	2.05
	9	1,576	90.29	4	107.4	16.07	8.34	2.28
(7) LANGUAGE TOTAL (ITBS)	3	1,413	97.74	15	105.3	15.78	4.53	1.16
	5	1,538	99.28	14	107.4	13.76	5.95	1.53
	7	1,688	89.45	7	107.4	14.70	7.60	1.82
	9	1,576	90.29	4	107.4	16.07	8.55	1.94
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,413	97.74	15	105.3	15.78	3.96	0.94
	5	1,538	99.28	14	107.4	13.76	5.95	1.41
	7	1,688	89.45	7	107.4	14.70	7.84	1.64
	9	1,576	90.29	4	107.4	16.07	9.12	1.81
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,413	97.74	15	105.3	15.78	3.90	1.10
	5	1,538	99.28	14	107.4	13.76	5.57	1.33
	7	1,688	89.45	7	107.4	14.70	7.45	1.59
	9	1,576	90.29	4	107.4	16.07	8.87	1.80
(10) MATHEMATICAL TOTAL (ITBS)	3	1,413	97.74	15	105.3	15.78	3.93	0.97
	5	1,538	99.28	14	107.4	13.76	5.77	1.29
	7	1,688	89.45	7	107.4	14.70	7.64	1.53
	9	1,576	90.29	4	107.4	16.07	8.99	1.70

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CARROLL COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	103.8	104.8	105.3
	5	104.6	104.8	107.4
	7	102.8	106.2	107.4
	9	107.1	103.2	107.4
VOCABULARY (ITBS)	3	3.95	3.88	3.95
	5	5.51	5.54	5.67
	7	7.24	7.12	7.40
	9	8.86	8.61	8.77
READING COMPREHENSION (ITBS)	3	3.86	4.00	4.04
	5	5.67	5.65	5.68
	7	7.37	7.16	7.37
	9	9.03	8.76	8.73
LANGUAGE TOTAL (ITBS)	3	4.26	4.37	4.53
	5	5.82	5.97	5.95
	7	7.22	7.31	7.60
	9	8.73	8.42	8.55
MATHEMATICAL TOTAL (ITBS)	3	3.84	3.85	3.93
	5	5.83	5.79	5.77
	7	7.60	7.47	7.64
	9	9.33	8.93	8.99

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

CARROLL COUNTY (CHARLES CARROLL - SYKESVILLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
CHARLES CARROLL	K-6	455	25.0	95.6	17.2	1.0	5.0	11.0	11.0	4.8	10.2	9,853
EAST END PRIMARY	1-5	270	16.4	96.2	15.5	1.0	8.7	22.0	12.1	7.1	11.3	9,495
ELDERSBURG	K-5	826	22.9	94.8	34.0	2.0	7.4	14.6	11.1	4.4	10.4	11,396
ELMER A WOLFE	P-4	441	23.2	95.3	18.0	1.0	10.3	33.0	10.5	11.2	10.0	8,931
FREEDOM DISTRICT	K-5	747	22.6	95.8	32.0	1.0	8.1	23.8	9.1	2.2	11.5	11,237
HAMPSTEAD	K-6	812	23.2	96.8	33.0	2.0	5.3	12.3	5.7	7.8	10.7	10,271
MANCHESTER	K-6	934	23.9	96.4	38.0	1.0	9.8	13.3	7.7	8.7	10.2	10,057
MECHANICSVILLE	K-6	700	25.0	95.7	27.0	1.0	9.1	26.0	28.6	5.2	10.9	10,302
MOUNT AIRY	P-5	656	21.2	95.0	30.0	1.0	6.5	27.0	9.7	9.4	11.0	10,571
ROBERT MOTON PRIMARY	K-5	403	22.6	96.2	16.8	1.0	8.5	10.0	8.4	4.0	11.5	11,458
SANDYMOUNT	K-6	567	23.0	96.8	23.6	1.0	10.1	22.0	8.1	8.8	10.8	10,372
TANEYTOWN	K-4	497	23.7	96.6	20.0	1.0	9.3	31.0	4.8	8.8	9.7	9,166
UNIONTOWN	K-4	128	23.3	96.4	4.5	1.0	8.9	11.0	27.3	9.6	10.2	9,803
WILLIAM WINCHESTER	1-5	737	22.0	96.8	32.0	1.5	10.7	25.0	8.9	6.5	10.9	10,481
WINFIELD	K-5	473	22.1	96.6	20.4	1.0	7.1	8.0	15.9	6.9	11.1	11,035
MOUNT AIRY MIDDLE	6-8	589	19.0	95.9	29.0	2.0	7.6	17.3	19.3	7.7	11.0	10,738
NEW WINDSOR	5-8	552	20.4	96.8	26.0	1.0	9.8	18.0	14.8	9.6	10.1	9,153
SYKESVILLE	6-8	900	21.7	95.3	39.5	2.0	8.1	12.5	9.6	3.3	10.7	11,296

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CARROLL COUNTY (CHARLES CARROLL - SYKESVILLE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

CARROLL COUNTY
SCHOOL SYSTEM

		SKILL AREA:												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
SCHOOL NAME	GRADE	AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
		SAS	GE			GE			GE			GE		
CHARLES CARROLL	3	101.0	3.62	3.64	-.02	3.82	3.71	+.11	4.06	4.11	-.05	3.90	3.70	+.20
	5	104.1	5.61	5.42	+.19	5.58	5.45	+.13	5.54	5.75	-.21	5.79	5.65	+.14
EAST END PRIMARY	3	97.0	3.50	3.39	+.11	3.55	3.44	+.11	4.84	3.85	+.19	3.64	3.46	+.18
	5	103.0	4.59	5.33	-.74	4.82	5.36	-.54	4.82	5.65	-.83	5.02	5.56	-.48
ELDELSBURG	3	106.2	3.85	3.98	-.13	3.93	4.05	-.12	4.63	4.45	+.18	3.92	4.00	-.08
	5	107.5	5.45	5.72	-.27	5.50	5.74	-.24	6.10	6.03	+.07	5.62	5.93	-.31
ELMER A WOLFE	3	101.4	3.69	3.67	+.02	3.71	3.73	-.02	4.30	4.14	+.16	3.76	3.72	+.04
FREEDOM DISTRICT	3	104.6	4.17	3.87	+.30	4.06	3.94	+.12	4.68	4.25	+.43	4.07	3.91	+.16
	5	111.0	6.18	6.03	+.15	6.03	6.03	+.00	6.24	6.33	-.07	5.91	6.21	-.30
HAMPSTEAD	3	105.3	3.90	3.92	-.02	4.17	3.99	+.18	4.51	4.39	+.12	3.92	3.95	-.03
	5	105.0	5.56	5.50	+.06	5.57	5.53	+.04	5.77	5.82	-.05	5.53	5.73	-.20
HANOVER	3	101.8	3.86	3.70	+.16	3.96	3.76	+.20	4.46	4.16	+.30	3.67	3.74	-.07
	5	105.2	5.51	5.52	-.01	5.69	5.54	+.15	5.88	5.84	+.04	5.70	5.74	-.04
MECHANICSVILLE	2	108.2	4.36	4.11	+.25	4.34	4.19	+.15	4.71	4.59	+.12	4.17	4.13	+.04
	5	105.7	5.98	5.56	+.42	5.89	5.59	+.30	6.04	5.88	+.16	5.99	5.78	+.21
MOUNT AIRY ELEM	3	108.9	4.04	4.15	-.11	3.96	4.23	-.27	4.73	4.63	+.10	4.16	4.16	+.00
	5	106.0	5.36	5.59	-.23	5.33	5.61	-.28	5.75	5.91	-.16	5.47	5.81	-.34
ROBERT MCTEN PRIMARY	2	109.2	4.10	4.17	-.07	4.21	4.25	-.04	4.51	4.65	-.14	3.98	4.18	-.20
	5	112.0	6.00	6.11	-.11	6.33	6.12	+.21	6.46	6.41	+.05	6.43	6.29	+.14
SANDYMOUNT	3	109.4	4.20	4.18	+.02	4.52	4.26	+.26	5.17	4.66	+.51	4.35	4.19	+.16
	5	109.3	6.11	5.88	+.23	6.01	5.89	+.12	6.23	6.19	+.04	6.07	6.07	+.00
TANEYTOWN	3	104.0	3.60	3.84	-.24	3.69	3.91	-.22	4.18	4.31	-.13	3.54	3.37	+.17
UNIONTOWN	3	106.0	4.10	3.96	+.14	4.61	4.04	+.57	4.72	4.44	+.28	3.74	3.99	-.25
WILLIAM WINCHESTER	2	108.4	4.10	4.12	-.02	4.31	4.20	+.11	4.68	4.59	+.09	4.05	4.13	-.08
	5	110.8	5.91	6.01	-.10	6.01	6.02	-.01	6.02	6.31	-.29	5.91	6.19	-.28
WINFIELD	3	102.2	3.82	3.72	+.10	3.73	3.79	-.06	4.15	4.19	-.04	3.76	3.77	-.01
	5	108.5	5.84	5.81	+.03	5.91	5.82	+.09	6.22	6.12	+.10	5.98	6.01	-.03
MOUNT AIRY MIDDLE	7	107.1	7.21	7.45	-.24	7.32	7.39	-.07	7.40	7.57	-.17	7.54	7.65	-.11
NEW WINDSOR	5	107.2	5.33	5.69	-.36	5.41	5.71	-.30	6.00	6.01	-.01	5.71	5.90	-.19
	7	108.4	7.73	7.61	+.12	7.37	7.53	-.16	8.25	7.72	+.53	7.62	7.79	-.17
SYKESVILLE	7	107.1	7.60	7.45	+.15	7.57	7.39	+.18	7.79	7.57	+.22	7.66	7.65	+.01

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CARROLL COUNTY (TANEYTOWN MIDDLE - WESTMINSTER HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$1,000) (12)
TANEYTOWN MIDDLE	5-8	500	20.8	96.6	23.0	1.0	8.3	18.5	12.5	8.9	9.7	9,170
WESTMINSTER EAST	6-8				NO RESOURCE DATA AS OF 9/75							
WESTMINSTER WEST	6-8				NO RESOURCE DATA AS OF 9/75							
FRANCIS SCOTT KEY SR HIGH	9-12	965	20.7	92.1	44.5	2.0	9.5	19.9	19.3	10.3	9.9	9,164
NORTH CARROLL SR JR HIGH	7-12	1,416	21.5	95.0	63.0	3.0	9.9	19.4	28.8	9.3	10.4	10,150
SOUTH CARROLL SR HIGH	9-12	1,727	21.6	92.3	76.0	4.0	8.3	18.5	26.3	5.8	10.8	11,075
WESTMINSTER HIGH	9-12	2,243	26.5	93.2	79.5	5.0	10.3	19.0	37.9	6.6	10.9	10,222

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CARROLL COUNTY (TANEYTOWN MIDDLE - WESTMINSTER HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

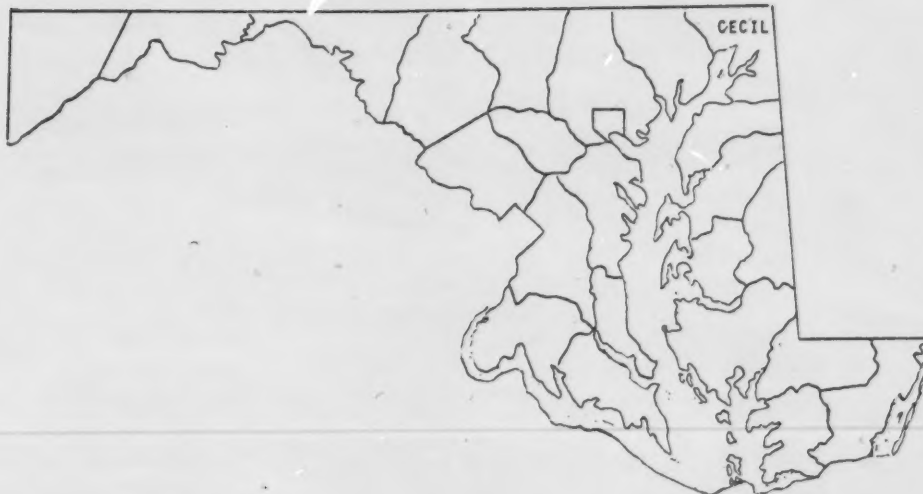
CARROLL COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE
TANEYTOWN MIDDLE	5	106.8	5.55	5.64	-.11	5.34	5.68	-.34	5.79	5.97	-.18	5.79	5.87	-.08
	7	106.6	6.97	7.39	-.42	6.97	7.33	-.36	7.41	7.52	-.11	7.33	7.60	-.27
WESTMINSTER EAST	7	105.9	7.18	7.30	-.12	7.06	7.26	-.20	7.03	7.44	-.41	7.36	7.52	-.16
WESTMINSTER WEST	7	110.3	7.66	7.84	-.18	7.72	7.74	-.02	8.02	7.93	+.09	8.13	8.00	+.13
FRANCIS SCOTT KEY SR	9	105.2	8.01	8.62	-.61	8.24	8.54	-.30	7.92	8.59	-.67	8.62	8.72	-.10
NORTH CARROLL SR JR	7	106.1	7.26	7.33	-.07	7.26	7.28	-.02	7.29	7.46	-.17	7.62	7.54	+.08
	9	106.4	8.76	8.78	-.02	8.79	8.69	+.10	8.44	8.73	-.29	9.17	8.87	+.30
SOUTH CARROLL SR HI	9	109.3	8.95	9.15	-.20	8.81	9.06	-.25	8.78	9.05	-.27	8.94	9.22	-.28
WESTMINSTER HIGH	9	107.3	8.96	8.90	+.06	8.86	8.81	+.05	8.69	8.83	-.14	9.13	8.98	+.15

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Cecil County



General Outgrowths of MAP Participation

The Cecil County Public School's commitment to implement the Maryland Accountability Program has resulted in improved articulation and communication among instructional personnel at both the local school and system levels.

The MAP has assisted the Cecil County Public Schools in developing a more systematic approach in our efforts at improving the instructional program. First, it has helped in identifying instructional priorities. These priorities are embodied in our statement of school objectives in the areas of reading, writing

and mathematics and in our commitment to their attainment by the students. Second, it has helped in assessing where individual schools and individual students are in relationship to these objectives. Finally, MAP has helped in identifying more specifically our needs in the areas of curriculum development, inservice experiences for instructional personnel, and the need for additional personnel at the local school and system levels.

Comments on Interpretations and Presentations of Results

Dissemination of information on accountability results is one of the most critical aspects of the program. The central office instructional staff was the first group which reviewed the results. Accountability planning committees were then formulated and on February 16, 1976, an entire professional day was devoted to the following objectives:

- To make all professional personnel more aware of the Maryland Accountability Testing Program;
- To provide an inservice experience designed to improve student attitudes and skills for taking tests;
- to develop a program for teaching strategies that will improve known areas of deficiencies as indicated by test results; and
- To provide in-service experiences for teachers in areas other than mathematics and language arts whereby all professional personnel become more effective teachers.

Every certified staff member in Cecil County was involved in accountability in-service sessions. Additional faculty meetings were conducted in each school throughout the year to look at local school test results in relation to school objectives in the areas of reading, writing, and mathematics.

Parents were made aware of their child's individual achievement in relation to the following four areas of comparison: local school grade averages, Cecil County grade averages, Maryland averages for students of like ability and Maryland grade averages. All of these averages were presented in terms of grade equivalents. Explanations of the terms were given to help readers better understand the data presented.

Opportunities were made available for parents to meet with local school personnel to discuss questions regarding the test results and the accountability program in general.

News releases were printed by the local news media as an additional means of keeping the general public informed.

The third year of testing under the accountability program provided Cecil County with additional statistical data about achievement of students in the third, fifth, seventh, and ninth grades in reading, writing and mathematics. Most of the students tested during this third year of testing were also tested during the first year of the accountability program. Comparisons of scores of these two years enabled us to evaluate growth in the achievement of individual students as well as for groups of students.

The test data allowed for the comparison of the average grade equivalent scores of county students to that of the average grade equivalent scores of the students throughout the State of Maryland. It also allowed for the comparison of the average grade equivalent score of students in each Cecil County school to that of all other schools through the State having student populations of similar ability.

Studies of the spring 1976 test results show that Cecil County students are achieving about as well as their fellow students throughout the State. There are 40 grade equivalent scores on which a direct comparison can be made between Cecil County averages and Maryland state-wide averages. Of these 40 scores, Cecil County students are above the statewide averages on 17 and below on 23. However, only four of the 40 scores show a significant difference, that is, one of three months or more. Our fifth-graders are about three months below the State average in spelling and language total and four months below the State average in language usage. Our seventh-grade students are approximately four months below the State average in language usage. Efforts are being directed at raising the achievement in these areas.

Locally Initiated Evaluative Efforts

At the beginning of the 1975-76 school year, each school in the county had an approved set of goals and objectives for reading, writing and mathematics. Individual grade-level or subject-area teachers within many schools began selecting and/or developing assessment tasks to determine whether or not "typical" students are meeting the established goals and objectives.

During the summer of 1976, groups of teachers of kindergarten, grade 1, grade 2 and grade 3 compiled assessment tasks to evaluate individual student progress in the goals and objectives set for primary students in reading, writing and mathematics. Similar assessment tasks will be developed for the intermediate, middle- and high-school levels.

Assessment tasks have also been designed for the skill profile sheets used in reading and mathematics in the county. These will help teachers uniformly evaluate the skill development of students in the first six levels of mathematics and the first ten levels of reading. Finalizing the assessment tasks for the remaining mathematics and reading levels is in process. These uniform tasks will help in communicating the progress of students toward the objectives of the reading and mathematics programs.

The identification of potential learning problems of each kindergarten pupil as indicated by the Maryland Systematic Teacher Observation form was completed. This served as one of the sources of data for diagnosing and prescribing for individual pupils.

Eighth-grade students were diagnostically assessed in the basic skills of reading and writing with a county-developed instrument. To determine effectiveness of materials and programming, pupils enrolled in Algebra I and Prep Algebra II were administered a standardized Algebra I test. Students performed at the 57th percentile county-wide. Item analyses of the results are being used to plan program modification.

Program Modification Activities

During the 1975-76 school year members of the central office staff, administrators and teachers began the implementation of the Writing Guide for Classroom Teachers K-8. This guide which complemented each local school's objectives in writing focused upon a continuous development of language area writing skills. An ongoing examination of test scores in the three major areas of the accountability program had directed major attention to this area of need.

Another major instructional thrust in 1975-76 was the revision of elementary reading and mathematics skill sheets. This revision was designed to include functional reading skills at all of the first ten levels in the elementary school as well as other necessary skill additions to meet other reading instructional objectives. Elementary-school in-service work also designed assessment tasks in reading, writing and mathematics to evaluate the achievement of the local school objectives at the primary level.

New text materials in mathematics at the middle-school level and in reading at the elementary-school level were evaluated and purchased. The mathematics material was selected to meet the needs for remediation of skills required to meet competency levels in basic mathematics objectives.

The secondary school has taken additional steps toward improvement. Students identified by IOWA test scores and by teacher's prognosis for success were tested by a county-developed instrument. Two class periods of instruction are aimed at closing the gap between expectancy and achievement scores for these students in specific areas of reading and writing.

Examination of scores over secondary-school grade levels showed significant achievement differences in seventh and ninth grades. Programs at middle-school levels were modified for the current year by a change in approach. Although cooperative teaching has been basic to the philosophy of middle schools in the country in the past, modifications of the team-teaching approach have been instituted for the coming year. Subject-matter specialists in the middle-schools will be teaching advanced students in the areas of reading, language and mathematics. Results of this modification may bring further revision of existing programs.

American Fiction, a course of study in the PEN English program, was revised last year. All of the content and the activities for the unit were developed to correlate with specific school objectives in reading and writing for this level.

Scheduled for fall of 1976 was an in-service workshop for all secondary mathematics teachers who are working with remedial students. The workshop emphasized alternative approaches to presenting basic-skill concepts.

Additional special education programs instituted in the county this year, though directed to other specific instructional goals, will help in improving the reading and mathematics skills of our students.

Unmet Needs in Implementing MAP

Implementing the accountability program requires many things - all of which cost money. The inadequate funding of school budget requests continues to leave critical needs unmet in our system. The need for a Coordinator of Accountability to supervise all aspects of the test administration, analysis of test data, and test interpretation for the staff and public is no less a need this year than it was a year ago. In fact, the need for a Coordinator grows with the expansion of the program. Moreover, the future portends still greater growth of the accountability plan, making the need for this person even more acute. The tremendous work burden placed on the central office staff makes additional personnel a priority. A look at Facts About Maryland Public Education, 1975-76 shows that Cecil County ranks lowest of all the subdivisions of the State in staff assigned to schools and total staff employed and 22nd out of the 24 systems in certificated staff employed in the central office.

The accountability program has added a substantial burden to our local budget; this burden seems to go unrecognized by those mandating the program. During 1975-76, the costs to score the tests exceeded the amount of funds budgeted for this purpose. In addition to test-scoring costs, there were substantial costs in staff time and materials to interpret and disseminate the results to the staff, students and parents. Since the accountability program is mandated, it is guaranteed funding at the expense of other equally important curriculum-development functions. While the assessment component expands, curriculum development workshops are eliminated for lack of funds.

If the local system is to make full use of the assessment component of the accountability program, the funds must be forthcoming to support the necessary programs for improvement of instruction in those areas where test results indicate improvement is needed. Cecil County needs funds for curriculum-development workshops, increased staff to expand reading programs, the development of programs for the gifted and talented students, and the student in need of remediation and the general improvement of our teacher-pupil ratio. The accountability program has focused attention on areas in need of help; funds are now needed to do something about those needs. Improvement in programs has decreased, for the system struggles to maintain the status quo.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
55,200	\$11,671	11.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.6	11.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
13,401	\$11,778	\$20,365	8.4	14.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
19.6%	20.8	94.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,076.74	\$764.15	71.0%	\$32.48

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	\$7.53	0.7%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

CECIL COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	927	93.64	16	101.7	15.70	3.68	1.04
	5	1,050	95.14	16	101.7	14.87	5.11	1.48
	7	1,172	94.11	6	102.1	14.27	6.69	1.77
	9	1,135	83.08	5	103.5	14.95	8.50	1.95
(2) READING COMPRE- HENSION (ITBS)	3	927	93.64	16	101.7	15.70	3.78	1.22
	5	1,050	95.14	16	101.7	14.87	5.26	1.42
	7	1,172	94.11	6	102.1	14.27	6.84	1.62
	9	1,135	83.08	5	103.5	14.95	8.55	1.80
(3) SPELLING (ITBS)	3	927	93.64	16	101.7	15.70	4.23	1.31
	5	1,050	95.14	16	101.7	14.87	5.35	1.74
	7	1,172	94.11	6	102.1	14.27	6.80	2.06
	9	1,135	83.08	5	103.5	14.95	8.43	2.25
(4) CAPITAL- IZATION (ITBS)	3	927	93.64	16	101.7	15.70	4.08	1.25
	5	1,050	95.14	16	101.7	14.87	5.49	1.60
	7	1,172	94.11	6	102.1	14.27	7.13	1.97
	9	1,135	83.08	5	103.5	14.95	8.57	2.22
(5) PUNCTUATION (ITBS)	3	927	93.64	16	101.7	15.70	4.09	1.40
	5	1,050	95.14	16	101.7	14.87	5.45	1.61
	7	1,172	94.11	6	102.1	14.27	6.98	2.00
	9	1,135	83.08	5	103.5	14.95	8.32	2.24

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE # (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER STUDENT ENROLLMENT	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	927	93.64	16	101.7	15.70	3.80	1.32
	5	1,050	95.14	16	101.7	14.87	5.05	1.63
	7	1,172	94.11	6	102.1	14.27	6.58	1.95
	9	1,135	83.08	5	103.5	14.95	8.09	2.18
(7) LANGUAGE TOTAL (ITBS)	3	927	93.64	16	101.7	15.70	4.05	1.15
	5	1,050	95.14	16	101.7	14.87	5.34	1.44
	7	1,172	94.11	6	102.1	14.27	6.87	1.74
	9	1,135	83.08	5	103.5	14.95	8.35	1.96
(8) MATHEMATICAL CONCEPTS (ITBS)	3	927	93.64	16	101.7	15.70	3.84	0.96
	5	1,050	95.14	16	101.7	14.87	5.77	1.44
	7	1,172	94.11	6	102.1	14.27	7.31	1.65
	9	1,135	83.08	5	103.5	14.95	8.89	1.85
(9) MATHEMATICAL PROBLEMS (ITBS)	3	927	93.64	16	101.7	15.70	3.70	1.05
	5	1,050	95.14	16	101.7	14.87	5.47	1.31
	7	1,172	94.11	6	102.1	14.27	7.04	1.61
	9	1,135	83.08	5	103.5	14.95	8.66	1.71
(10) MATHEMATICAL TOTAL (ITBS)	3	927	93.64	16	101.7	15.70	3.77	0.95
	5	1,050	95.14	16	101.7	14.87	5.62	1.30
	7	1,172	94.11	6	102.1	14.27	7.18	1.53
	9	1,135	83.08	5	103.5	14.95	8.77	1.68

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES #)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	98.0	102.0	101.7
	5	100.4	101.8	101.7
	7	101.1	100.6	102.1
	9	101.2	102.2	103.5
VOCABULARY (ITBS)	3	3.33	3.56	3.68
	5	5.04	5.09	5.11
	7	6.79	6.74	6.69
	9	8.38	8.55	8.50
READING COMPREHENSION (ITBS)	3	3.47	3.72	3.78
	5	5.20	5.25	5.26
	7	6.96	6.90	6.84
	9	8.41	8.63	8.55
LANGUAGE TOTAL (ITBS)	3	3.65	3.92	4.05
	5	5.25	5.26	5.34
	7	6.68	6.81	6.87
	9	8.15	8.45	8.35
MATHEMATICAL TOTAL (ITBS)	3	3.54	3.75	3.77
	5	5.57	5.58	5.62
	7	7.27	7.16	7.18
	9	8.59	8.77	8.77

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

CECIL COUNTY (BAINBRIDGE - ELKTON MIDDLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
BAINBRIDGE	K-6	335	20.9	97.3	15.0	1.0	9.6	10.0	18.7	10.7	12.1	7,701
JAY VIEW	K-5	579	24.1	97.0	23.0	1.0	6.0	14.0	12.5	11.3	11.1	9,125
CALVERT	K-6	290	24.2	96.8	11.0	1.0	9.6	14.5	8.3	6.5	12.0	9,963
CECIL MANOR	K-5	450	26.5	95.8	16.0	1.0	8.8	7.0	5.9	2.5	11.4	10,344
CECILTON	K-6	382	25.5	96.6	14.0	1.0	11.1	11.0	20.0	20.4	11.2	7,739
CHARLESTOWN	K-5	170	22.7	94.8	6.5	1.0	4.9	16.0	20.0	18.0	11.0	8,949
CHESAPEAKE CITY	K-6	465	26.6	96.5	16.5	1.0	5.8	10.0	20.0	17.6	11.0	8,763
CONOWINGO	K-6	390	26.0	96.2	14.0	1.0	13.2	8.0	20.0	12.9	11.1	8,912
ELKTON	K-5	252	21.0	95.7	11.0	1.0	3.0	10.5	8.3	20.5	10.6	8,702
GILPIN MANOR	K-5	414	21.2	95.0	18.5	1.0	8.1	15.0	15.4	3.7	11.4	10,134
HOLLY HALL	K-5	375	23.4	95.7	15.0	1.0	9.6	27.0	18.7	11.4	10.7	8,959
KENMORE	K-5	238	21.6	96.9	10.0	1.0	9.8	18.5	27.3	7.8	11.2	9,999
LEEDS	K-5	318	26.5	95.6	11.0	1.0	5.3	10.0	25.0	9.5	11.1	9,765
NORTH EAST	K-5	624	25.0	94.9	24.0	1.0	7.8	13.0	4.0	11.3	11.0	8,989
PERRYVILLE	K-6	687	22.9	95.1	28.0	2.0	8.9	15.5	20.0	12.1	11.7	9,136
RIISING SUN	K-6	568	24.7	97.0	22.0	1.0	10.2	24.0	13.0	6.4	11.9	9,631
CHERRY HILL MIDDLE	6-8	580	21.5	95.1	25.0	2.0	8.7	17.9	33.3	6.6	11.2	10,000
ELKTON MIDDLE	6-8	599	20.7	93.9	27.0	2.0	9.5	11.0	27.6	9.6	11.0	9,425

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CECIL COUNTY (BAINBRIDGE - ELKTON MIDDLE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

CECIL COUNTY
SCHOOL SYSTEM

SKILL AREAS															
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	
		SAS	SE			SE			SE	NCRV		SE	NCRV		
BAINBRIDGE	2	106.4	3.75	3.99	-.24	3.81	4.06	-.25	4.04	4.46	-.42	3.95	4.01	-.06	
	5	101.8	4.75	5.22	-.47	5.15	5.25	-.10	5.19	5.55	-.36	5.55	5.47	+.08	
BAY VIEW	2	102.4	3.74	3.73	+.01	3.97	3.80	+.17	4.02	4.20	-.18	3.71	3.78	-.07	
	5	99.7	4.98	5.04	-.06	4.99	5.08	-.09	5.15	5.38	-.23	5.38	5.30	+.09	
CALVERT	3	101.1	3.69	3.65	+.04	3.72	3.71	+.01	4.32	4.12	+.20	3.90	3.70	+.20	
	5	104.4	5.55	5.45	.10	5.78	5.47	+.31	5.69	5.77	-.08	6.13	5.68	+.45	
CECIL MANOR	2	109.2	4.00	4.17	-.17	4.09	4.25	-.16	4.44	4.65	-.21	4.11	4.18	-.07	
	5	106.5	5.73	5.63	+.10	5.65	5.65	+.00	6.39	5.95	+.44	5.96	5.85	+.11	
CECILTON	2	98.7	3.51	3.50	+.01	3.66	3.56	+.10	4.13	3.96	+.17	3.63	3.56	+.07	
	5	104.0	4.95	5.41	-.46	5.18	5.44	-.26	5.19	5.74	-.55	5.59	5.65	-.06	
CHARLESTOWN	3	98.1	3.40	3.46	-.06	3.35	3.52	-.17	3.91	3.92	-.01	3.49	3.53	-.04	
	5	101.8	5.16	5.22	-.06	5.21	5.25	-.04	5.35	5.55	-.20	5.41	5.47	-.06	
CHESAPEAKE CITY	2	105.7	3.72	3.94	-.22	3.54	4.02	-.48	4.26	4.42	-.16	3.86	3.97	-.11	
	5	105.0	4.88	5.50	-.62	5.17	5.53	-.36	5.28	5.82	-.54	5.66	5.73	-.07	
CONDOMINGO	2	101.7	3.81	3.69	+.12	3.91	3.75	+.16	3.99	4.16	-.17	3.71	3.74	-.03	
	5	98.3	5.19	4.92	+.27	5.48	4.96	+.52	5.51	5.26	+.25	5.69	5.19	+.50	
ELKTON	3	93.2	4.54	3.15	+1.39 *	4.92	3.19	+1.73 *	5.11	3.60	+1.51 *	4.35	3.24	+1.11 *	
	5	96.6	5.94	4.77	+1.17 *	5.61	4.81	+.80 *	5.63	5.12	+.51	6.28	5.05	+1.23 *	
GILPIN MANOR	2	100.2	3.13	3.60	-.47	3.15	3.66	-.51	3.38	4.06	-.68	3.40	3.66	-.26	
	5	102.5	4.80	5.28	-.48	4.92	5.31	-.39	4.99	5.61	-.62	5.32	5.52	-.20	
HOLLY HALL	3	99.2	3.46	3.53	-.07	3.47	3.59	-.12	3.84	3.99	-.15	3.65	3.59	+.06	
	5	99.3	4.74	5.00	-.26	4.91	5.04	-.13	5.17	5.34	-.17	5.17	5.27	-.10	
KENMORE	3	100.5	3.58	3.61	-.03	3.40	3.67	-.27	3.46	4.08	-.62	3.49	3.67	-.18	
	5	99.4	4.64	5.01	-.37	5.12	5.05	+.08	4.74	5.25	-.51	5.26	5.28	-.02	
LEEDS	2	103.2	3.55	3.78	-.23	3.57	3.85	-.28	3.78	4.25	-.47	3.55	3.83	-.28	
	5	99.7	4.81	5.04	-.23	4.96	5.08	-.12	4.89	5.38	-.49	5.26	5.30	-.04	
NORTH EAST	3	98.4	3.33	3.48	-.15	3.50	3.54	-.04	3.62	3.94	-.32	3.56	3.54	+.02	
	5	100.8	5.02	5.13	-.11	5.21	5.17	+.04	5.13	5.47	-.34	5.51	5.39	+.12	
PERRYVILLE	3	102.0	3.87	3.71	+.16	3.90	3.77	+.13	4.22	4.18	+.04	3.89	3.76	+.13	
	5	103.2	5.34	5.35	-.01	5.50	5.38	+.12	5.54	5.68	-.14	6.00	5.59	+.41	
RISING SUN	2	104.0	3.97	3.64	+.33	4.36	3.91	+.45	4.43	4.21	+.12	4.08	3.87	+.21	
	5	104.1	5.47	5.42	+.05	5.57	5.45	+.12	5.72	5.75	-.03	6.05	5.65	+.40	
CHERRY HILL MIDDLE	7	105.4	7.13	7.24	-.11	7.23	7.20	+.03	7.22	7.38	-.16	7.27	7.46	-.19	
ELKTON MIDDLE	7	100.4	6.40	6.64	-.24	6.60	6.65	-.05	6.45	6.82	-.37	6.82	6.91	-.09	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CECIL COUNTY (NORTH EAST MIDDLE - RISING SUN JR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
NORTH EAST MIDDLE	6-8	770	23.3	93.0	31.0	2.0	7.5	11.3	33.3	12.1	11.0	9,084
BOHEMIA MANOR JR SR HIGH	7-12	807	21.8	91.5	35.0	2.0	5.6	11.0	10.8	19.0	11.1	8,283
ELKTON SR HIGH	9-12	1,333	23.0	91.3	55.0	3.0	9.4	11.0	31.0	9.7	11.1	9,643
NORTH EAST SR	9-12	788	22.5	90.4	33.0	2.0	10.2	14.5	31.4	13.2	11.0	9,020
PERRYVILLE JR SR HIGH	7-12	783	21.2	93.0	35.0	2.0	7.2	16.0	21.6	14.1	12.0	8,329
RISING SUN JR SR HIGH	7-12	1,204	24.1	92.6	47.0	3.0	10.9	16.0	28.0	9.0	11.7	9,516

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CECIL COUNTY (NORTH EAST MIDDLE - RISING SUN JR. SR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

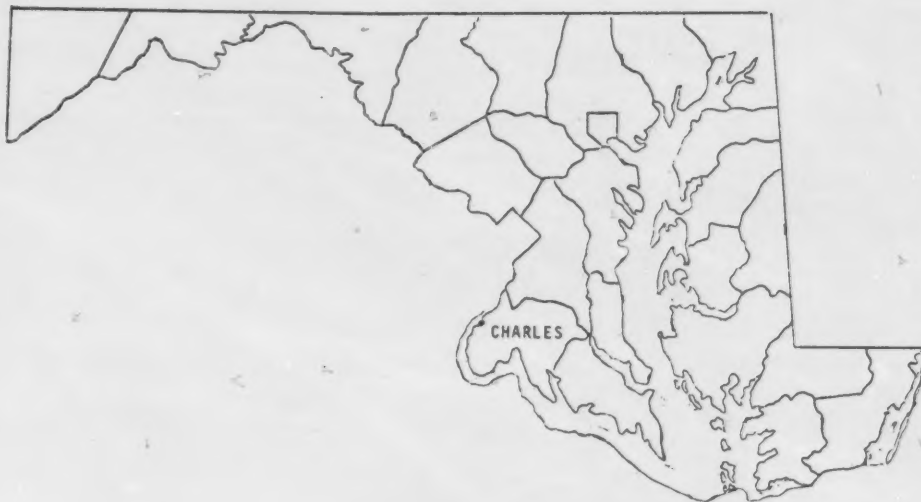
CECIL COUNTY
SCHOOL SYSTEM

..... SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE
		SAS	SE	NORM		SE	NORM		SE	NORM		SE	NORM	
NORTH EAST MIDDLE	7	102.4	6.53	6.88	-.35	6.70	6.87	-.17	6.82	7.05	-.23	7.18	7.13	+.05
ECHEMIA MANOR JR SR	7	101.5	6.58	6.77	-.19	6.67	6.77	-.10	6.65	6.55	-.30	6.92	7.03	-.05
	9	102.8	8.48	8.31	+.17	8.36	8.24	+.12	8.11	8.33	-.22	8.94	9.43	+.51
ELKTON SR HI	9	103.9	8.56	8.46	+.10	8.51	8.38	+.13	8.27	8.45	-.18	8.76	8.57	+.19
NORTH EAST SR	9	103.9	8.32	8.46	-.14	8.48	8.38	+.10	8.15	8.45	-.30	8.52	8.57	-.05
PERRYVILLE JR SR HI	7	101.5	6.56	6.77	-.21	6.72	6.77	-.05	6.95	6.95	+.00	7.13	7.03	+.10
	9	102.6	8.32	8.29	+.03	8.58	8.21	+.37	8.37	8.20	+.07	8.65	8.41	+.24
RISING SUN JR SR HI	7	101.0	6.90	6.71	+.19	7.06	6.72	+.34	7.10	6.89	+.21	7.57	6.98	+.59
	9	103.4	8.69	8.39	+.30	8.80	8.31	+.49	8.84	8.39	+.45	9.05	8.51	+.54

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 Local School System Level--Accountability Assessment Information

Charles County



MAP Assistance in Improving Instructional Programs

The Maryland Accountability Program has provided further impetus to a local accountability system that we had installed several years prior to the State-level program. During the last several years, using both the State accountability program and our local accountability system, we have identified the instructional priorities of reading, language arts, and mathematics, and have made a significant effort to focus our human and material resources upon these priorities. At the system level, the divisional level, and the school level, we have stated objectives in these areas in measurable terms and have placed great emphasis throughout the system on the achievement of these objectives. The result of this activity has been an increased intensity in focusing on some of the basic instructional problems that have been identified in this process. The fact that we have in the past, and continue to engage in a systematic evaluation and review on a yearly and mid-yearly basis, has brought about a more organized approach to the resolution of our programs and what we feel is a more effective utilization of the resources at our disposal.

Interpretation and Presentation of MAP Results to Both the Educational Community and the General Public.

The Maryland Accountability Program results are used by the educational staff and the community. The various uses are described below for both categories of users.

The educational staff uses the results at the system-wide planning level and at intermediate levels down to and including the individual schools. More specific details are provided in the accompanying paragraphs as to the particular applications at each organizational level.

The community receives the test results from the media. The public reaction this year was rather bland and without any particular response. The meaning of this reaction is not clear, but the Board has expressed a belief that there is a lack of understanding of the results. As a result of this Board belief a committee has been formed and charged with finding ways to express the results in understandable language. This committee will soon make recommendations to the Board.

Locally Initiated Evaluative Efforts That Have Been Undertaken

As indicated in the above, Charles County had initiated an evaluation-based accountability system several years prior to the State-level program. We administer the Metropolitan Achievement Test and the Otis-Lennon Mental Abilities Test to all grades (except 11th and 12th) which are not included in the accountability program. A complete, published annual analysis and interpretation of the County testing program has been forwarded to the Maryland State Department of Education for the past five years. As a supplement to the MAT and ITBS, we also administer criterion-referenced mathematics and reading tests to several schools and grade levels in our county as part of our programs in these subjects. These tests are used for diagnostic-prescriptive purposes by the classroom teacher. At present, we are considering a proposal to measure the reading status of our 12th-grade students.

Several projects have been implemented to enhance follow-up studies of both the State and County testing program. Our I.Q. Band Study indicates the number of children in each of six I.Q. bands by school and by county and also projects the percentage of children by grade and by school who have I.Q.'s in the ranges of "potentially gifted, potentially talented, average, and potentially qualified for special education." In another study using both the MAT and the IRBS results, students achieving below the 26th percentile in either reading, vocabulary and/or mathematics were flagged. In the second phase of the study, those pupils whose I.Q.'s are above the 26th percentile but whose achievement is below that same percentile were flagged. This particular study affords a coarse, County-wide screening which is being used to identify initially students who are possibly underachieving or who might be suffering learning disability problems. A list of students' names resulting

from this study is now being checked to determine how many of these individuals have been contacted by our Learning Evaluation Center, psychologists, and other special services for purposes of diagnosis and remediation. Other studies and projects too numerous to be included in this report have been initiated as follow-ups of our evaluation data.

Program Modification Activities

During the past year and in the current school year, we have made a very specific effort to develop new and improved programs in the areas identified by the Maryland Accountability reports and the system and school objectives. During the past school year, we have made a major staff-development effort at the elementary-school level in the teaching of reading. Our efforts have focused primarily on teaching of reading. Our efforts have focused primarily on teaching teachers how to teach comprehension skills and the development of reading comprehension, an area of weakness identified by the accountability programs. This effort has been spearheaded by the utilization of reading consultants who have worked in the schools at the classroom level with teachers over the past school year.

In the area of mathematics, we have further developed the utilization of criterion-referenced tests and individualized learning packages in mathematics for children who are particularly weak in this area. It is our long-range plan that within the next several years, we will have such criterion-referenced measures and programs at several levels throughout the school system.

Our program emphasis for the coming year continues to involve reading, language arts, and mathematics. In addition, we are focusing on those children in our school system who are more highly able and gifted in these and other areas. This emphasis has come about as a result of information extracted from the accountability testing results, indicating lower-level achievement for youngsters with higher-level ability.

Unmet Needs with Respect to Implementing the Maryland Accountability Program

Our extensive and sequential county and State accountability evaluations have served to verify, uncover, or justify further surveys into a variation of potentially unmet needs. Some of these needs appear in the areas of language arts, vocabulary, staff development, extension of our gifted and talented program and special education. However, budgetary limitations, decreasing Federal and State financial support, and a general public attitude of resistance toward governmental funding has created many problems in this County in satisfying unmet needs indicated by evaluative process. We feel strongly that the increasing demands of the public for more inclusive educational services, the needs projected by our accountability programs and State mandates requiring extended educational responsibilities places financial burdens upon LEA's and conflicts with local economic attitudes and funding levels. Both Federal and State governments must now consider the minimization of educational services or an increase in the financial support of these services.

CHARLES COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
58,200	\$14,552	14.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.0	12.0

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
17,022	\$12,546	\$21,391	8.9	18.6

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
25.1%	19.5	93.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,184.91	\$806.88	68.1%	\$31.16

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.6%	\$11.65	1.0%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

CHARLES COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,310	98.93	16	98.3	16.30	3.41	1.07
	5	1,366	97.36	16	102.3	15.53	4.97	1.53
	7	1,452	97.25	5	99.5	15.93	6.34	1.86
	9	1,433	81.37	3	100.0	16.55	7.74	2.13
(2) READING COMPRE- HENSION (ITBS)	3	1,310	99.08	16	98.3	16.30	3.56	1.16
	5	1,366	97.36	16	102.3	15.53	5.10	1.44
	7	1,452	97.25	5	99.5	15.93	6.61	1.68
	9	1,433	81.51	3	100.0	16.55	8.03	1.91
(3) SPELLING (ITBS)	3	1,310	98.93	16	98.3	16.30	4.15	1.33
	5	1,366	97.44	16	102.3	15.53	5.33	1.82
	7	1,452	97.11	5	99.5	15.93	6.50	2.02
	9	1,433	83.39	3	100.0	16.55	7.85	2.39
(4) CAPITAL- IZATION (ITBS)	3	1,310	99.01	16	98.3	16.30	4.01	1.29
	5	1,366	97.44	16	102.3	15.53	5.68	1.67
	7	1,452	97.11	5	99.5	15.93	6.81	2.05
	9	1,433	83.25	3	100.0	16.55	8.20	2.37
(5) PUNCTUATION (ITBS)	3	1,310	99.08	16	98.3	16.30	4.18	1.41
	5	1,366	97.44	16	102.3	15.53	5.62	1.62
	7	1,452	97.11	5	99.5	15.93	6.50	2.03
	9	1,433	83.04	3	100.0	16.55	7.93	2.34

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE # (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,310	99.31	16	98.3	16.30	3.65	1.32
	5	1,366	97.44	16	102.3	15.53	5.23	1.72
	7	1,452	97.11	5	99.5	15.93	6.59	2.06
	9	1,433	83.04	3	100.0	16.55	7.57	2.27
(7) LANGUAGE TOTAL (ITBS)	3	1,310	99.39	16	98.3	16.30	4.01	1.18
	5	1,366	97.44	16	102.3	15.53	5.48	1.53
	7	1,452	97.25	5	99.5	15.93	6.62	1.78
	9	1,433	83.46	3	100.0	16.55	7.89	2.09
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,310	99.08	16	98.3	16.30	3.54	0.97
	5	1,366	97.22	16	102.3	15.53	5.43	1.36
	7	1,452	97.25	5	99.5	15.93	6.75	1.51
	9	1,433	85.07	3	100.0	16.55	8.02	1.84
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,310	99.08	16	98.3	16.30	3.53	1.09
	5	1,366	97.36	16	102.3	15.53	5.24	1.28
	7	1,452	97.18	5	99.5	15.93	6.56	1.61
	9	1,433	85.14	3	100.0	16.55	7.90	1.82
(10) MATHEMATICAL TOTAL (ITBS)	3	1,310	99.16	16	98.3	16.30	3.56	0.96
	5	1,366	97.36	16	102.3	15.53	5.35	1.23
	7	1,452	97.25	5	99.5	15.93	6.71	1.42
	9	1,433	85.14	3	100.0	16.55	7.96	1.73

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975- 1976
NONVERBAL ABILITY (CAT)	3	96.7	96.7	98.3
	5	97.7	99.4	102.3
	7	97.1	96.8	99.5
	9	97.8	97.6	100.0
VOCABULARY (ITBS)	3	3.22	3.31	3.41
	5	4.85	4.88	4.97
	7	6.37	6.32	6.34
	9	7.75	7.82	7.74
READING COMPREHENSION (ITBS)	3	3.34	3.40	3.56
	5	4.96	4.98	5.10
	7	6.64	6.60	6.61
	9	7.87	7.99	8.03
LANGUAGE TOTAL (ITBS)	3	3.71	3.72	4.01
	5	5.20	5.31	5.48
	7	6.56	6.53	6.62
	9	7.77	7.98	7.89
MATHEMATICAL TOTAL (ITBS)	3	3.45	3.46	3.56
	5	5.21	5.19	5.35
	7	6.70	6.68	6.71
	9	8.01	8.02	7.96

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

CHARLES COUNTY (ARTHUR MIDDLETON - GENERAL SMALLWOOD)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ARTHUR MIDDLETON	K-5	586	20.2	97.6	28.0	1.0	7.8	13.0	20.7	3.3	12.1	11,814
DR GUSTAVUS BROWN	K-5	661	17.4	95.9	37.0	1.0	5.4	13.0	42.1	3.4	12.1	11,794
DR SAMUEL A MUDD	K-5	468	16.9	97.3	26.6	1.0	7.9	17.0	31.1	3.3	12.1	11,814
GALE-BAILEY	K-5	473	20.6	95.4	22.0	1.0	8.6	24.0	30.4	15.5	10.6	8,396
GLASVA	P-5	203	16.9	97.1	11.0	1.0	12.8	21.0	41.7	33.8	9.6	7,043
INDIAN HEAD	K-5	595	19.8	95.4	28.0	2.0	11.4	27.0	16.7	6.7	12.0	10,301
J P RYON	K-5	611	19.7	95.1	30.0	1.0	7.1	36.0	25.8	3.4	12.1	11,439
JAMES CRAIK	K-5	574	19.8	96.1	28.0	1.0	7.3	9.0	17.2	12.3	12.1	11,562
MALCOLM	P-5	474	19.0	96.2	24.0	1.0	6.7	15.0	24.0	19.9	11.9	9,879
MOUNT HOPE ELEMENTARY	P-5	286	22.0	94.7	12.0	1.0	7.5	20.0	7.7	14.1	10.0	8,435
NANJEMOY	1-5	165	15.0	97.2	10.0	1.0	4.1	39.0	9.1	16.7	10.0	8,435
PARKS J C	K-5	618	19.6	95.5	30.5	1.0	8.4	16.0	22.2	7.7	12.0	10,631
PORT TOBACCO	K-5	318	17.0	95.2	17.7	1.0	6.5	20.0	21.4	10.3	12.1	10,855
T C MARTIN	K-5	607	20.0	95.5	29.3	1.0	10.9	11.0	19.8	25.1	11.5	9,609
WALTER MITCHELL	K-5	905	32.8	95.8	26.6	1.0	11.7	22.0	13.0	16.8	12.1	10,849
WAYSIDE	K-5	348	20.5	94.4	16.0	1.0	8.3	7.5	17.6	16.8	10.3	8,061
BEL ALTON MIDDLE	6-8	488	17.4	94.6	26.0	2.0	5.5	17.5	32.1	26.5	10.5	8,201
GENERAL SMALLWOOD	6-8	678	17.8	92.1	36.0	2.0	7.4	11.5	31.6	11.0	11.4	9,543

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CHARLES COUNTY (ARTHUR MIDDLETON _ GENERAL SMALLWOOD)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

CHARLES COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL	
		AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE
ARTHUR MIDDLETON	3	102.2	3.59	3.72	-.13	3.63	3.79	-.16	4.27	4.19	+.08	3.71	3.77	-.06
	5	105.3	5.50	5.53	-.03	5.37	5.55	-.18	5.91	5.85	+.06	5.74	5.75	-.01
CR GUSTAVUS BROWN	2	99.1	3.59	3.52	+.07	3.70	3.58	+.12	4.14	3.99	+.15	3.62	3.59	+.03
	5	102.8	5.22	5.31	-.09	5.32	5.34	-.02	5.65	5.64	+.01	5.32	5.55	-.23
CR SAMUEL A MUDD	2	102.2	3.73	3.72	+.01	3.71	3.79	-.08	4.30	4.19	+.11	3.62	3.77	-.15
	5	105.4	5.55	5.54	+.01	5.66	5.56	+.10	6.15	5.86	+.29	5.63	5.76	-.13
GALE BAILEY	3	87.1	3.09	2.76	+.33	3.32	2.79	+.53	3.80	3.20	+.60	3.33	2.88	+.45
	5	102.2	4.50	5.26	-.76	4.88	5.29	-.41	5.13	5.59	-.46	5.28	5.50	-.12
GLASVA	3	90.2	3.08	2.96	+.12	3.12	3.00	+.12	3.67	3.40	+.27	3.19	3.06	+.13
	5	96.5	4.34	4.76	-.42	4.50	4.81	-.31	5.26	5.11	+.15	4.75	5.04	-.29
INDIAN HEAD	3	95.5	3.40	3.29	+.11	3.56	3.35	+.21	4.01	3.75	+.26	3.46	3.37	+.09
	5	102.4	5.04	5.27	-.23	5.18	5.31	-.13	5.65	5.60	+.05	5.44	5.52	-.08
J P RYON	3	101.6	3.52	3.68	-.16	3.76	3.75	+.01	3.99	4.15	-.16	3.50	3.73	-.23
	5	103.7	5.09	5.39	-.30	5.11	5.42	-.31	5.44	5.71	-.27	5.25	5.62	-.37
JAMES CRAIK	3	98.6	3.43	3.49	-.06	3.62	3.55	+.07	3.86	3.95	-.09	3.50	3.56	-.06
	5	105.6	4.97	5.55	-.58	5.18	5.58	-.40	5.68	5.87	-.19	5.65	5.77	-.12
MALCOLM	3	103.9	3.50	3.83	-.33	3.86	3.90	-.04	4.22	4.30	-.08	3.72	3.37	+.15
	5	100.8	4.80	5.13	-.33	5.03	5.17	-.14	5.23	5.47	-.24	5.06	5.39	-.33
MOUNT HOPE ELEM	3	97.9	3.24	3.45	-.21	3.30	3.50	-.20	3.60	3.91	-.31	3.94	3.52	+.42
	5	97.2	3.93	4.83	-.90	4.20	4.87	-.67	4.40	5.17	-.77	4.54	5.11	-.57
NANJEROY	3	98.2	3.06	3.47	-.41	3.10	3.52	-.42	3.50	3.93	-.43	3.27	3.53	-.26
	5	101.1	4.42	5.16	-.74	4.78	5.20	-.42	4.79	5.49	-.70	5.08	5.41	-.33
PARKS J C INTERMED	3	102.5	3.67	3.74	-.07	3.79	3.81	-.02	4.28	4.21	+.07	3.81	3.78	+.03
	5	102.1	5.16	5.25	-.09	5.24	5.28	-.04	5.65	5.58	+.07	5.35	5.49	-.14
PORT TOBACCO	3	106.4	3.79	3.99	-.20	4.19	4.06	+.13	4.99	4.46	+.53	4.24	4.01	+.23
	5	109.8	5.32	5.57	-.25	5.27	5.59	-.32	5.73	5.89	-.16	5.75	5.79	-.04
T C MARTIN	3	97.9	3.61	3.45	+.16	3.46	3.50	-.04	4.11	3.91	+.20	3.74	3.52	+.22
	5	101.1	4.85	5.16	-.31	4.88	5.20	-.32	5.31	5.49	-.18	5.15	5.41	-.26
WALTER J MITCHELL	3	96.7	3.24	3.37	-.13	3.40	3.42	-.02	3.81	3.83	-.02	3.49	3.44	+.05
	5	102.7	5.01	5.30	-.29	5.30	5.33	-.03	5.57	5.63	-.06	5.56	5.54	+.02
WAYSIDE	3	89.2	2.46	2.89	-.43	2.88	2.93	-.05	3.13	3.34	-.21	2.77	3.00	-.23
	5	89.5	3.77	4.15	-.38	3.91	4.21	-.30	4.18	4.52	-.34	4.32	4.48	-.16
DEE ALTON MIDDLE	3	94.9	5.60	5.97	-.37	5.93	6.05	-.12	6.12	6.21	-.09	6.62	6.31	+.31
	5	97.3	6.10	6.26	-.16	6.33	6.31	+.02	6.23	6.48	-.25	6.40	6.57	-.17

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CHARLES COUNTY (JOHN HANSON MIDDLE - THOMAS STONE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
JOHN HANSON MIDDLE	6-8	1,517	20.2	94.5	72.0	3.0	5.5	18.0	25.3	15.2	12.1	11,083
MATTHEW HEPSON	6-8	702	18.5	94.5	36.7	2.0	9.2	19.0	23.7	10.1	11.9	10,365
MILTON M SOMERS MIDDLE	6-8	983	21.4	95.1	44.0	2.0	9.5	24.5	19.6	10.5	12.2	11,477
LA PLATA SR HIGH	9-12	1,324	21.0	91.6	59.0	4.0	8.3	14.5	33.3	21.2	11.8	9,768
LACKEY SENIOR	9-12	1,609	20.1	90.0	76.0	4.0	7.8	12.5	33.7	13.0	11.6	9,870
THOMAS STONE	9-12	1,758	20.9	89.6	80.0	4.0	6.7	14.0	28.6	19.8	12.1	11,164

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CHARLES COUNTY (JOHN HANSON MIDDLE - THOMAS STONE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

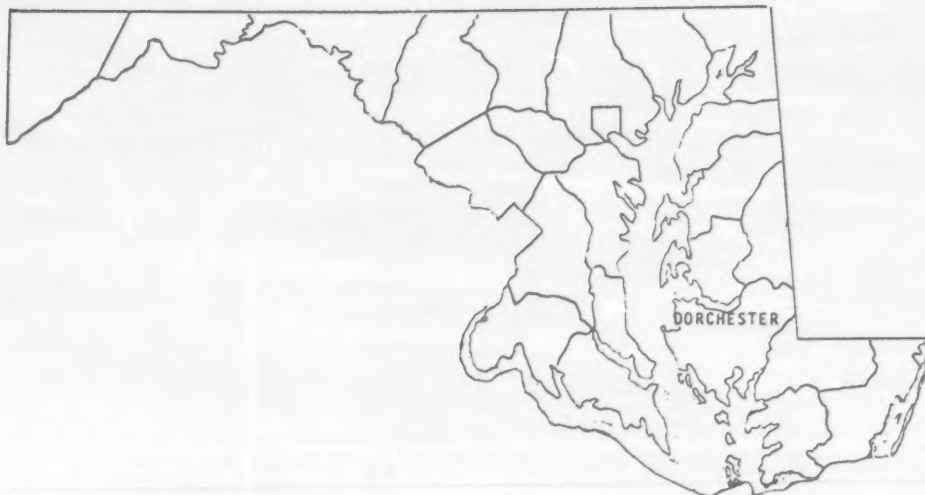
CHARLES COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-
		SAS	GE	NCRM	ENCE	GE	NCRM	ENCE	GE	NCRM	ENCE	GE	NCRM	ENCE
JOHN HANSON MIDDLE	7	100.0	6.38	6.59	-.21	6.66	6.61	+.05	6.56	6.78	-.22	6.70	6.87	-.17
MATTHEW HENSON	7	97.7	6.11	6.31	-.20	6.48	6.36	+.12	6.86	6.52	+.34	6.50	6.62	-.12
MILTON W SOMERS	7	103.6	6.97	7.02	-.05	7.12	7.00	+.12	7.05	7.18	-.13	7.16	7.27	-.11
LA PLATA SR HI	9	100.9	7.75	8.07	-.32	7.96	8.00	-.04	7.84	8.11	-.27	8.10	8.20	-.10
LACKEY SENIOR	9	97.7	7.60	7.66	-.06	7.81	7.59	+.22	7.85	7.76	+.09	7.73	7.81	-.08
THOMAS STONE	9	101.3	7.88	8.12	-.24	8.31	8.05	+.26	7.99	8.16	-.17	8.05	8.25	-.20

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Dorchester County



Introduction

The third year of the Maryland Accountability Program has been a very important year for the Dorchester County School System. Again, the educational staff for the Dorchester County School System accepts wholeheartedly the mandate of the Governor and the Legislature to conduct a continuous evaluation of the students' achievement in reading, writing, and mathematics. In fact, this mandate has provided the impetus for upgrading the entire instructional program. Major accomplishments are apparent in the field of curriculum development, improved teacher techniques, improved student achievement, and improved student behavior. However, at this point, it is important to restate a basic premise on which our accomplishment is predicted -- the basic average level of intelligence of the Dorchester County school population. Test results show children in the county to have an average Standard Age Score in the middle 90's. When this all-important factor is coupled with several other socio-economic factors. Dorchester County school personnel do not have to rationalize explanations for some of the low achievement scores. Two major factors should be cited. The first is that the average educational attainment of the adults in Dorchester County is ninth grade, sixth

month. The other factor that contributes to the educational achievement of the students in Dorchester County is the median family income. Dorchester County has a median family income of \$8,208 in contrast with an average family income for the state of \$13,474. The difference in educational achievement between a county like Dorchester and Montgomery County, whose median family income is \$18,996, is certainly a major factor which the Governor and Legislature must take into consideration when test results are reviewed. The percentage of disadvantaged school-age children in Dorchester County is 21.4 percent in relation to the state's average of 11.24 percent. The citing of these factors should not be construed as meaning that Dorchester County feels a sense of hopelessness. On the contrary, the entire school staff is dedicated toward upgrading and improving the educational accomplishments of its student population.

MAP Assistance in Improving Instructional Program

MAP has assisted Dorchester County's Public Schools to utilize a systematic approach in improving their instructional program in reading, writing, and mathematics. The LEA established system-wide objectives, which included the reading, writing, and mathematics accountability objectives. These accountability objectives were given priority status in the budgeting process for personnel, supportive services, and instructional materials. Federal, state, and local programs designed to improve the basic skills of students in reading, writing, and mathematics were implemented. These programs included ESEA, Title I; ESAA; Continuum; and Special Education.

The superintendent and central office staff studied the Maryland Accountability Report as it related to Dorchester County's student academic achievement by skill areas, non-verbal ability, Maryland's norm, and the residual difference. After studying these data, the supervisor and principal of each local school studied the accountability data and assessed the areas of strengths and weaknesses for each school. The superintendent shared the accountability data with each local school faculty and requested that each faculty submit its plans for maintaining the areas of strength and developing procedures for improving its areas of weakness.

The supervisors and principals worked with faculty teams to provide appropriate programs for all students, analyze accountability test data, and help students learn how to take tests.

Interpretation and Presentation of MAP Results

Dorchester County school personnel are generally encouraged that students are making a gradual improvement in most areas and remaining relatively stable in other areas, as indicated by the 1975-76 Accountability test data.

Students in Grades 3 and 5 showed modest improvement in the areas of vocabulary, reading comprehension, language, and mathematics. Grade equivalent scores in Grades 3 and 5, while scoring slightly below the Maryland averages, nevertheless, closed the gap of previous years' testing. For example, Dorchester County grade equivalent scores for Grade 3 range from less than one month below the grade equivalent reported by the State in vocabulary to a high only two months below the State average in reading comprehension. In Grade 5, scores range from less than one month below the State average in language to a high of only three months below the State average in reading comprehension.

The report does, however, point out some weaknesses in Grades 7 and 9, where Dorchester County students continue to function below grade level. There were some minor gains reflected in the county scores over previous years in the areas of vocabulary, language, and mathematics in the ninth-grade and in the language area at the seventh-grade level. (See Figure A)

As a result of MAP, the Superintendent has been asked by the Board of Education to establish specific county goals. The Superintendent, after meeting with the central office staff, has established a goal of stabilizing third-grade scores; improving grade 5 by one month in vocabulary and reading, while solidifying mathematics and language. In Grade 7 and 9, a goal of two months improvement in all areas - vocabulary, reading comprehension, language, and mathematics has been established.

Principals and supervisors are currently meeting to develop strategies for accomplishment of these goals.

DORCHESTER COUNTY

Figure A

Scores Reported
in Grade Equivalents

IOWA TEST OF BASIC SKILLS: Comparisons 1974, 1975, 1976

COUNTY TOTALS	VOCABULARY				READING COMPREHENSION				LANGUAGE				MATHEMATICS			
	1 1973-74	2 1974-75	3 1975-76	4-2-3 Diff.	1 1973-74	2 1974-75	3 1975-76	4-2-3 Diff.	1 1973-74	2 1974-75	3 1975-76	4-2-3 Diff.	1 1973-74	2 1974-75	3 1975-76	4-2-3 Diff.
Grade 3	3.04	3.34	3.57	+ .23	3.14	3.45	3.51	+ .06	3.76	4.10	4.19	+ .09	3.24	3.40	3.64	+ .24
Grade 5	4.61	4.97	5.18	+ .21	4.76	4.92	4.99	+ .07	5.00	5.46	5.61	+ .15	4.80	5.05	5.38	+ .33
Grade 7	5.98	6.15	6.06	- .09	6.25	6.29	6.25	- .04	6.37	6.47	6.67	+ .20	6.49	6.50	6.43	- .07
Grade 9	7.48	7.50	7.53	+ .03	7.77	7.66	7.66	+ .00	7.84	7.49	7.71	+ .22	7.89	7.78	7.94	+ .16

Locally Initiated Evaluation

The MAP emphasis on the evaluation of objectives provided an important stimulus for a workshop with principals and central office staff. Several factors were emphasized in the workshop, including the development of local school objectives supportive of the 20 system objectives, the setting of measurable strategies, and the

procedures to evaluate attainment of the objectives. Selecting several objectives as a focus, the principal and teaching staff of each county school developed strategies and established evaluation measures for each objective.. The ITBS and the Reading Mastery Test were two of the evaluative measures used.

The Reading Mastery Test was implemented for the first time at the seventh- and eleventh-grade levels to assess the level of functional reading skills. Also, at the 11th grade, the level of achievement was assessed for the first time using the Sequential Test of Educational Progress. Additionally, students at the seventh- and eighth-grade levels were assessed with the Comprehensive Test of Basic Skills.

The county-wide standardized testing programing at the primary grades indicated continued academic progress in the area of reading. An additional analysis of the total results for the first grade indicated excellent overall achievement. The average growth rate was 20.6 percentile points above that expected. At the beginning of the year, 61% of the students fell at, or below, the 25th percentile. At the end of the year, only 22% fell within this category.

Program Modifications and School-Level Instructional Objectives

Numerous programs were initiated this past year as a result of the county's ongoing evaluation of the educational programs. Improvement in the quality of education within Dorchester County was anticipated with the following program modifications:

- A curriculum was developed for functional classes at the secondary level;
- All curriculum revisions included greater specificity in line with the course objectives. All teachers have been requested to follow the Board approved curriculum;
- A school budget presentation included the school's objectives;
- School-level meetings were held to evaluate the level of accomplishment of the school-level MAP objectives. Specific school activities and teaching strategies were outlined in this evaluation;
- A helping teacher was added to the grades 4-8 ESAA Program;
- A reading program was budgeted for the middle schools, grades 6-8;
- Fragmentation within the K-5, 6-8, and 9-12 programs was reduced by the planned consolidation or reorganization of 11 schools;

- Principals, faculties, students, and parents associated with school consolidations were involved in organizational planning;
- The special education, federally funded, and regular classroom programs were consolidated under a supervisor to unify educational programs in a school;
- Attendance requirements were strengthened to increase a student's likelihood of exposure to the educational programs;
- The "Indicators of Quality" instructional atmosphere was re-emphasized in a principals'-central office workshop. Specific objectives for improving educational quality, as well as strategies and evaluation measures were required of each participant. Principals were charged with conducting an in-service workshop with their staff;
- The Occasional Paper on Accountability: Improving Student Attitudes and Skills for Taking Tests was given to all teachers in grades 2-5 and made available to other teachers;
- Selected teachers at all levels attended workshops which focused on the development of learning environments and techniques to aid in the prevention of classroom disruptive behaviors;
- Greater use was made, by elementary teachers, of appropriate ITV programs as part of the reading instruction;
- Five major workshops were held within the county during the summer to modify various activities as they relate to the assessment program. Topics covered were kindergarten curriculum, utilizing ITV in the classroom, the continuum instructional program, use of minority materials in the curriculum, and model inservice basic reading for elementary and secondary levels; and
- School-level ARD (Admission-Review-Dismissal) meetings were held to select the best program for students experiencing difficulty in school and an educational management plan was developed for the student.

The development of school-level instructional objectives resulted in more use of teacher pre-testing, more frequent review of student progress, more in-depth record-keeping of student accomplishments, a more detailed sequential outline of student-skills development, and teachers becoming more involved in this process.

Test results were examined on a school- grade- and teacher-basis. This resulted in an in-depth evaluation of how well the objectives had been accomplished, as well as pinpointing areas of strengths and/or weaknesses in our instructional program.

Unmet Needs with Respect to Implementing the MAP

- Students with patterns of atypical behavior

Although many hours have been spent by various school committees in discussions concerning atypical behavior of a large segment of our student population, there still exists a major problem that prevents Dorchester County Schools from achieving expected achievement levels for all students.

Students exhibiting patterns of atypical behavior receive a disproportionate share of a teacher's time and energy to the detriment of large groups of students.

The most often voiced question asked by our teachers has been, "What can we do with that group of students in each of our classes which simply doesn't care?" Motivation of human beings is a most difficult process and a process not fully understood by teachers. In many instances, additional types of expertise: psychological, social, and technical, are needed to supplement teaching skills. In a rural county, the availability of these services is extremely limited, and often nonexistent.

Alternate schools or programs to meet the needs of these unmotivated youth are extremely expensive. It is true that Dorchester County has had many federal grants, particularly at the elementary level, to remedy this problem. Our improved test scores at the elementary level are an indicator that these federally-funded programs have been, to a great degree, successful. Middle schools and the secondary schools have not had the full benefit of federal support, a factor which may account in part for lower achievement levels. (See Figure A)

- Students with creative and gifted abilities

Test results indicate that our students who are capable of creative accomplishment and who are able to handle the content of our curriculum do not achieve to the measure of their endowment. This is a great loss. The sequential, or "locked in", development of our curriculum offerings is now being carefully studied in order to accomplish a breakthrough in this area.

- Students with normal or average endowments

Test results also indicate that our average students are not achieving the measure of success they should be accomplishing. Suggested reasons for the lack of achievement have been advanced: instructional levels have been established to meet the need of slower students; achievement is hampered by groups of disruptive students; teachers are not placing expectations at the levels they should; etc. In any case, the Dorchester County Board of Education thinks that it is imperative for the average student to receive a challenging educational program.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
29,400	\$8,208	21.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,129	\$12,233	\$17,450	11.5	16.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
15.6%	17.1	94.5%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,272.88	\$918.52	72.2%	\$40.29

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.2%	\$7.76	0.6%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

DORCHESTER COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE †

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	433	94.46	8	93.9	15.18	3.57	1.21
	5	466	92.70	8	95.4	16.05	5.18	1.56
	7	530	90.38	3	96.9	16.17	6.06	1.72
	9	520	84.62	3	98.4	17.40	7.53	2.07
(2) READING COMPRE- HENSION (ITBS)	3	433	94.46	8	93.9	15.18	3.51	1.20
	5	466	92.70	8	95.4	16.05	4.99	1.39
	7	530	90.38	3	96.9	16.17	6.25	1.64
	9	520	84.62	3	98.4	17.40	7.66	1.95
(3) SPELLING (ITBS)	3	433	94.46	8	93.9	15.18	4.32	1.36
	5	466	92.70	8	95.4	16.05	5.75	1.77
	7	530	90.38	3	96.9	16.17	6.56	2.05
	9	520	84.62	3	98.4	17.40	7.63	2.34
(4) CAPITAL- IZATION (ITBS)	3	433	94.46	8	93.9	15.18	4.29	1.29
	5	466	92.70	8	95.4	16.05	5.92	1.67
	7	530	90.38	3	96.9	16.17	7.08	2.03
	9	520	84.62	3	98.4	17.40	7.99	2.26
(5) PUNCTUATION (ITBS)	3	433	94.46	8	93.9	15.18	4.42	1.45
	5	466	92.70	8	95.4	16.05	5.70	1.64
	7	530	90.38	3	96.9	16.17	6.74	2.01
	9	520	84.62	3	98.4	17.40	7.82	2.21

† SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE ‡
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	433	94.46	8	93.9	15.18	3.71	1.37
	5	466	92.70	8	95.4	16.05	5.08	1.71
	7	530	90.38	3	96.9	16.17	6.31	1.98
	9	520	84.62	3	98.4	17.40	7.42	2.25
(7) LANGUAGE TOTAL (ITBS)	3	433	94.46	8	93.9	15.18	4.18	1.21
	5	466	92.70	8	95.4	16.05	5.61	1.47
	7	530	90.38	3	96.9	16.17	6.67	1.73
	9	520	84.62	3	98.4	17.40	7.71	1.98
(8) MATHEMATICAL CONCEPTS (ITBS)	3	433	94.46	8	93.9	15.18	3.63	1.06
	5	466	92.70	8	95.4	16.05	5.40	1.31
	7	530	90.38	3	96.9	16.17	6.44	1.42
	9	520	84.62	3	98.4	17.40	8.08	2.01
(9) MATHEMATICAL PROBLEMS (ITBS)	3	433	94.46	8	93.9	15.18	3.65	1.09
	5	466	92.70	8	95.4	16.05	5.35	1.34
	7	530	90.38	3	96.9	16.17	6.41	1.57
	9	520	84.62	3	98.4	17.40	7.81	2.06
(10) MATHEMATICAL TOTAL (ITBS)	3	433	94.46	8	93.9	15.18	3.63	1.01
	5	466	92.70	8	95.4	16.05	5.38	1.21
	7	530	90.38	3	96.9	16.17	6.43	1.37
	9	520	84.62	3	98.4	17.40	7.94	1.91

• SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

DORCHESTER COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	91.6	92.4	93.9
	5	91.5	93.5	95.4
	7	93.7	96.5	96.9
	9	94.6	96.9	98.4
VOCABULARY (ITBS)	3	3.04	3.34	3.57
	5	4.61	4.97	5.18
	7	5.98	6.15	6.06
	9	7.48	7.50	7.53
READING COMPREHENSION (ITBS)	3	3.14	3.45	3.51
	5	4.76	4.92	4.99
	7	6.25	6.29	6.25
	9	7.77	7.66	7.66
LANGUAGE TOTAL (ITBS)	3	3.76	4.10	4.18
	5	5.00	5.46	5.61
	7	6.37	6.47	6.67
	9	7.84	7.49	7.71
MATHEMATICAL TOTAL (ITBS)	3	3.24	3.40	3.63
	5	4.80	5.05	5.38
	7	6.49	6.50	6.43
	9	7.89	7.78	7.94

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

DORCHESTER COUNTY (CRAPO - SOUTH DORCHESTER SR JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
CRAPO	K-6	117	18.6	96.7	6.1	0.2	12.3	21.0	15.9	13.7	8.6	6,175
EAST CAMBRIDGE	K-3	244	18.6	97.2	12.1	1.0	10.2	17.8	22.9	NA	NA	NA
EAST NEW MARKET	2-5	164	15.5	97.7	10.1	0.5	7.1	10.0	9.4	13.8	10.0	8,267
HOOPERS ISLAND	1-6	59	17.3	98.3	3.2	0.2	23.3	34.0	0.0	46.4	9.4	4,659
HURLOCK PRIMARY	K-3	354	17.8	94.9	18.9	1.0	8.4	14.0	10.1	24.8	9.9	8,350
HURLOCK INTERMEDIATE	4-5	217	17.6	96.3	11.3	1.0	6.7	23.0	8.1	24.9	9.9	8,350
PEACH BLOSSOM	3-5	291	17.4	97.1	15.7	1.0	14.5	26.0	0.0	20.0	10.3	7,887
SANDY HILL	K-5	564	17.7	96.8	29.9	2.0	12.0	13.5	25.1	15.5	NA	NA
ST CLAIR	K-5	417	15.5	96.9	25.4	1.5	13.0	37.3	22.3	27.3	10.5	8,106
VIENNA	K-5	137	16.9	96.9	7.6	0.5	11.6	37.8	12.3	22.3	9.3	7,197
CAMBRIDGE JR HIGH	9	294	16.2	92.8	17.0	1.1	10.7	30.0	28.2	19.0	10.4	7,965
MACES LANE JR HIGH	7-8	606	18.4	94.5	31.0	2.0	12.1	14.0	18.2	20.9	10.4	7,964
NORTH DORCHESTER MIDDLE	6-8	591	18.8	94.0	29.5	2.0	7.8	16.0	15.9	NA	NA	NA
NORTH DORCHESTER SR HIGH	9-12	685	17.8	90.0	36.5	2.0	8.9	26.0	15.6	22.1	9.8	8,120
SOUTH DORCHESTER SR JR HIGH	7-12	166	11.4	95.6	13.5	1.0	13.5	35.0	13.8	20.1	8.9	5,695

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

DORCHESTER COUNTY (CRAPO - SOUTH DORCHESTER SR. JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

DORCHESTER COUNTY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-
		SAS	SE	LAND NORM	ENCE	SE	LAND NORM	ENCE	SE	LAND NORM	ENCE	SE	LAND NORM	ENCE
CRAPO	3	86.3	3.15	2.71	+0.44	2.66	2.74	-0.08	3.81	3.15	+0.66	3.12	2.83	+0.29
	5	89.5	4.72	4.15	+0.57	4.67	4.21	+0.46	5.28	4.52	+0.76	4.75	4.48	+0.27
EAST CAMBRIDGE		NO TEST RESULTS AVAILABLE												
EAST NEW MARKET	3	98.4	3.30	3.48	-0.18	3.04	3.54	-0.50	4.28	3.94	+0.34	3.88	3.54	+0.34
	5	98.7	5.19	4.95	+0.24	5.21	4.99	+0.22	5.76	5.29	+0.47	5.86	5.22	+0.64
HOOBERS ISLAND	2	102.0	5.33	3.71	+1.62 *	4.63	3.77	+0.86 *	5.40	4.18	+1.22 *	4.83	3.76	+1.07 *
	5	99.3	5.42	5.00	+0.42	5.33	5.04	+0.29	5.61	5.34	+0.27	5.34	5.27	+0.07
HURLOCK	3	91.3	3.03	3.03	+0.00	3.24	3.07	+0.17	3.66	3.48	+0.18	3.14	3.13	+0.01
	5	94.1	5.08	4.55	+0.53	4.85	4.60	+0.25	5.57	4.91	+0.66	5.43	4.95	+0.58
PEACH BLOSSOM	3	94.8	3.75	3.25	+0.50	3.81	3.30	+0.51	4.35	3.71	+0.64	3.74	3.33	+0.41
	5	97.5	5.55	4.85	+1.10 *	5.33	4.89	+0.44	6.02	5.19	+0.83 *	5.61	5.12	+0.49
SANDY HILL	2	92.4	3.49	3.17	+0.32	3.55	3.22	+0.33	4.30	2.63	+0.67	3.79	3.26	+0.53 *
	5	96.6	5.02	4.78	+0.24	4.95	4.83	+0.12	5.41	5.13	+0.28	5.09	5.07	+0.02
ST CLAIR	2	92.7	4.23	3.18	+1.05 *	3.58	3.23	+0.35	4.21	2.63	+0.58	3.83	3.27	+0.56 *
	5	90.2	4.72	4.21	+0.51	4.68	4.27	+0.41	5.58	4.58	+1.00 *	5.40	4.54	+0.86 *
VIENNA	2	97.2	3.30	3.41	-0.11	3.53	3.46	+0.07	4.51	3.87	+0.64	3.35	2.48	+0.87
	5	92.9	4.39	4.44	-0.05	4.71	4.50	+0.21	5.01	4.80	+0.21	4.92	4.75	+0.17
CAMBRIDGE JR HI	9	100.2	7.73	7.98	-0.25	7.77	7.91	-0.14	7.80	8.04	-0.24	8.17	9.12	+0.05
MACES LANE JR	7	97.1	5.93	6.23	-0.30	6.20	6.29	-0.09	6.74	6.45	+0.29	6.46	6.55	-0.09
NORTH DORCHESTER MID	7	98.1	6.12	6.17	-0.05	6.25	6.24	+0.01	6.51	6.40	+0.11	6.27	6.50	-0.23
NORTH DORCHESTER SR	9	95.7	7.13	7.40	-0.27	7.43	7.34	+0.09	7.46	7.53	-0.07	7.58	7.57	+0.01
S. DORCHESTER SR JR	7	97.6	6.96	6.30	+0.66	6.78	6.35	+0.43	7.04	5.51	+0.53	7.08	6.61	+0.47
	9	99.5	8.50	7.69	+0.81	8.17	7.82	+0.35	8.76	7.96	+0.80	8.17	8.03	+0.14

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

Frederick County

Present Status of the Accountability Program

During the first year of state accountability, 1973-74, Frederick County used a random sample procedure for state accountability testing. The procedure involved selecting a random sample of 30 students per grade level per school in the third, fifth, seventh, and ninth grades directly from the computer listings of classes. In the second year, 1974-75, all students were tested in Grades 3 and 5, and the random sample procedure was maintained in Grades 7 and 9 because of economic feasibility and the smallness of classes in the elementary schools.

The Frederick County system objectives and goals were established in direct relationship with the Maryland State Department of Education goals in reading, writing, and mathematics. These local goals were established by committees representing teachers, school administrators, and appropriate supervisors of each area. The task of establishing school objectives was accomplished with the aid of a County Catalog of School Objectives. Certain objectives were identified as necessary to every school. From the remaining objectives, each individual school could choose those most

appropriate to individual programs and add additional objectives that were not covered by the catalog. Therefore, every school had a common core of school objectives; some objectives were chosen for emphasis in a particular year; and some were unique to the particular school community. Frederick County is in the process of establishing a criterion-referenced testing system that will help measure progress toward these objectives. A similar service for other objectives in the county catalog will also be offered. This should ease some of the assessment task, although most assessment still remains a function of professional judgement and certification.

Local Assessment Activities

Many local Boards of Education in Maryland had policy statements and were implementing various forms of educational accountability before the passage of the Maryland Educational Accountability Act. The school systems that were most advanced in this process had to change or modify their procedure more drastically than those systems that had no formal accountability.

Educational accountability in the Frederick County schools involves the following:

- Maximum Standards -- Attainment of our goals, aspirations, ideals, and hopes for children and education;
- Optimum Standards -- fulfillment of our realistic objectives, expectations, wants, and desires for children and education; and
- Minimum Standards -- barest certification, tolerances, acceptances, and justifications for children and education.

As a result of a Minimum Standards Resolution passed by the Board of Education of Frederick County on September 8, 1971, measurable minimum standards were established in the following areas:

Basic learning skills (including, but not limited to, reading, writing, arithmetic, listening, and problem solving;)

Occupational skills (each graduate to have a skill in a vocation, including precollegiate preparation); and

Cultural and environmental understandings (including, but not limited to, science, ecology, health and safety, physical fitness, music, art, drama and dance, and socialization).

Frederick County currently utilizes a process that measures these learnings for all students. In order to measure these minimum standards and the optimum standards in certain areas, all major tests were reviewed with particular attention to the relationship between the test and the stated Frederick County school objectives and curriculum. It was determined that the Metropolitan Achievement Tests best fit the Frederick County school system. A professional staff was employed, computer systems were developed, and massive in-service training was begun in the county schools so that this part of the accountability system could be implemented.

Whereas minimum standards were conceptualized as a minimum expectation for individual students and a minimum promise of the school system to each student, optimum standards were conceptualized as standards for groups of students to measure the effect of school curriculum on students. For this evaluation task, criterion-referenced testing, along with teacher checklists and professional certification, was used as part of the evaluation system for accountability.

The maximum standards of goals and aspirations for students are generally stated in Frederick County's philosophy. They are not directly measurable. It is assumed that movement toward these objectives means movement toward goals set by Frederick County.

Comments on Accountability Assessment Results

The state testing program would have completely upset the entire local accountability system so, after negotiation with the Maryland State Department of Education, Frederick County was allowed to use random sampling as a procedure for testing. While retaining the Metropolitan Achievement Tests for local accountability, 30 students per grade per school in Grades 7 and 9 were randomly sampled using the Iowa Tests of Basic Skills, and all students in Grades 3 and 5 were tested. Most of the other Maryland school systems have had the opportunity over the years to adjust their curriculum to the objectives of the Iowa Tests of Basic Skills. The use of unadjusted socio-economic information nearly six years old may be more accurate for systems that have a lower growth rate than Frederick County. The use of a nonverbal I.Q. score to predict academic achievement may change traditional notions of academic achievement, for a verbal I.Q. score for such predictions has traditionally been used. Important variables, such as percentage of grade retention of students, were not considered as part of the regression analysis of test results. These are just some of the testing problems that need to be considered in analysis of the test data presented in the Maryland Accountability Program.

Program Modification Activities

All levels of the Frederick County school system have carefully considered the results from the state accountability testing, and steps are being taken to overcome the discrepancies.

In some cases it was easy to determine the probable cause of discrepancies, but, in other cases, where the information was not verifiable by any other available data, results are still being studied. It is hoped that those who read and use this report will consider it as the establishment of baseline information or a status report rather than as an accurate comparative evaluation of the schools in Maryland.

In the state accountability report, the schools that scored one and two standard deviations above or below the mean of the difference distribution resulting from the regression process were identified. The Assistant Superintendent for Instruction requested each school that tended to be or was significantly lower than the expectancy, as indicated by the regression, identify the problem and, with the help of the faculty, develop a plan to overcome it. Those schools that scored significantly above the mean were also asked to prepare a report indicating why they felt that their schools scored above the norm, and what plans they had to continue the trend. In January of 1975, the County-wide In-service Day was totally dedicated to the development of these reports, and schools in the above categories were asked to study the results and the implication of the results on the curriculum of their school. The assistant superintendent received a verbal and written plan from each school as a result of these meetings.

This process represents, perhaps, the most intensive examination of test results and their implications that has occurred in Frederick County. The effect of this process is to be determined by the successive year's accountability results, and the process will be continued in some form for the next several years.

Unmet Needs for Resources to Permit Improvement of Programs and Services

Perhaps the most glaring need for additional resources, as indicated by the state accountability testing, is the area of language arts, especially at the secondary level. There appears to be an obvious need for students to continue in their efforts to obtain a minimum level of proficiency in reading. Although Frederick County has a large and system-wide secondary reading program, it does not, in most cases, meet the identified needs in individual schools. Teaching reading as a legitimate function in middle and secondary schools must be established and given the financial support necessary to overcome what has been identified in most programs as a severe need.

Another major need is for the provision of time and money that is necessary to establish staff development and inservice programs that can both train and orient professional staff to utilization of testing, evaluation, and assessment results. Significant amounts of money are spent on developing and administering testing and evaluation programs, but the linkage between the results of these testing programs and application and modification at the individual school or student level seems to occur rarely. Assessment and evaluation systems are ineffectual if they do not provide a springboard for change and modification of both school curriculum and individual student programs.

General Comments

The following is a presentation of some data from Frederick County's accountability system. A different picture is shown of the schools and the school system, and cannot be directly related to state accountability testing because of differences in the test format, procedure, and reporting format. The purpose, which is accountability, is the only thing the two sets of data have in common. Action based on the two sets of data would be quite different.

FREDERICK COUNTY
 GRADE 1 METROPOLITAN ACHIEVEMENT TEST PRIMARY I SPRING 1976
 Raw Scores and Stanine Scores for the Average Student: School by School
 NATIONAL NORMS

NAME	Approx. Number	Word Know.	Stanine	Reading	Stanine	Total Math	Stanine
County	1624	25	5	24	6	43	5
Brunswick	97	24	5	23	6	41	5
Carroll Manor	46	25	5	24	6	48	6
East Frederick	54	23	5	22	6	38	5
Elm Street	72	21	5	21	6	40	5
Emmitsburg	36	25	5	25	6	42	5
Green Valley	144	27	6	28	6	43	6
Lewistown	58	29	6	29	7	47	6
Libertytown	65	22	5	21	6	41	5
Middletown	112	26	6	26	6	45	6
Myersville	40	30	7	32	7	42	5
New Market	81	23	5	20	5	47	6
New Midway	27	24	5	24	6	39	5
North Frederick	84	28	6	27	6	45	6
Parkway	37	27	6	29	7	45	6
Sabillasville	26	24	5	25	6	40	5
South Frederick	79	22	5	21	6	35	5
Thurmont	123	27	6	29	7	46	6
Urbana	47	22	5	22	6	39	5
Valley	59	28	6	27	6	48	6
Walkersville	101	25	5	25	6	37	5
Waverley	120	26	6	25	6	46	6
Wolfsville	21	21	5	21	6	36	5
Woodsboro	34	21	5	20	5	36	5
Yellow Springs	63	25	5	24	6	43	6

FREDERICK COUNTY
 GRADE 4 METROPOLITAN ACHIEVEMENT TEST ELEMENTARY SPRING 1976
 Raw Scores and Stanine Scores for the Average Student: School by School
 NATIONAL NORMS

NAME	Approx. Number	Word Know.	Stanine	Reading	Stanine	Total Math	Stanine
County	1616	35	5	27	5	79	5
Brunswick	81	36	5	29	5	82	5
Carroll Manor	46	32	4	25	4	75	4
East Frederick	60	34	4	25	4	72	4
Elm Street	73	30	4	23	4	69	4
Emmitsburg	38	30	4	24	4	67	4
Green Valley	138	36	5	29	5	82	5
Lewistown	58	38	5	30	5	81	5
Libertytown	73	33	4	26	5	80	5
Middletown	93	35	5	28	5	76	4
Myersville	55	39	5	30	5	87	5
New Market	98	36	5	29	5	88	5
New Midway	23	37	5	28	5	85	5
North Frederick	83	37	5	28	5	88	5
Parkway	36	39	5	29	5	88	5
Sabillasville	36	28	3	22	4	74	4
South Frederick	84	28	3	22	4	58	3
Thurmont	104	37	5	29	5	82	5
Urbana	50	34	4	26	5	74	4
Valley	68	35	5	26	5	82	5
Walkersville	89	35	5	28	5	79	5
Waverley	90	39	5	32	5	88	5
Wolfsville	38	33	4	27	5	77	4
Woodsboro	45	35	5	28	5	81	5
Yellow Springs	58	37	5	30	5	83	5

FREDERICK COUNTY
 GRADE 8 METROPOLITAN ACHIEVEMENT TEST ADVANCED SPRING 1976
 Raw Scores and Stanine Scores for the Average Student: School by School
 NATIONAL NORMS

NAME	Approx. Number	Word Know.	Stanine	Reading	Stanine	Total Math	Stanine
County	1720	29	5	25	5	65	4
Brunswick	157	26	4	24	4	56	4
Emmitsburg	44	33	5	23	4	65	4
Gov. Thos. John	390	30	5	26	5	70	5
Linganore	243	29	5	26	5	65	4
Middletown	219	32	5	28	5	70	5
Thurmont	205	29	5	25	5	66	4
Walkersville	158	30	5	26	5	66	5
West Frederick	350	28	4	23	4	59	4

FREDERICK COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
93,500	\$11,680	9.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
22,447	\$12,437	\$21,569	10.2	17.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
26.0%	20.0	94.3%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,135.22	\$820.11	72.2%	\$30.77

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.7%	\$6.91	0.6%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

FREDERICK COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,559	94.29	24	103.1	16.16	3.69	1.18
	5	1,736	92.97	23	103.7	16.05	5.45	1.56
	7	1,802	14.37	8	103.8	14.57	7.36	1.86
	9	1,798	10.96	7	105.7	14.85	8.78	1.74
(2) READING COMPRE- HENSION (ITBS)	3	1,559	94.29	24	103.1	16.16	3.83	1.30
	5	1,736	92.97	23	103.7	16.05	5.47	1.55
	7	1,802	14.37	8	103.8	14.57	7.09	1.48
	9	1,898	10.96	7	105.7	14.85	9.09	1.60
(3) SPELLING (ITBS)	3	1,559	94.29	24	103.1	16.16	4.37	1.38
	5	1,736	92.97	23	103.7	16.05	5.74	1.80
	7	1,802	14.37	8	103.8	14.57	7.30	1.98
	9	1,898	10.96	7	105.7	14.85	8.69	2.05
(4) CAPITAL- IZATION (ITBS)	3	1,559	94.29	24	103.1	16.16	4.44	1.31
	5	1,736	92.97	23	103.7	16.05	6.22	1.70
	7	1,802	14.37	8	103.8	14.57	7.70	1.98
	9	1,898	10.96	7	105.7	14.85	8.75	2.10
(5) PUNCTUATION (ITBS)	3	1,559	94.29	24	103.1	16.16	4.71	1.47
	5	1,736	92.97	23	103.7	16.05	6.05	1.69
	7	1,802	14.37	8	103.8	14.57	7.33	1.94
	9	1,898	10.96	7	105.7	14.85	8.57	2.14

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,559	94.29	24	103.1	16.16	4.13	1.39
	5	1,736	92.97	23	103.7	16.05	5.68	1.79
	7	1,802	14.37	8	103.8	14.57	7.25	1.93
	9	1,898	10.96	7	105.7	14.85	8.46	2.14
(7) LANGUAGE TOTAL (ITBS)	3	1,559	94.29	24	103.1	16.16	4.41	1.25
	5	1,736	92.97	23	103.7	16.05	5.92	1.56
	7	1,802	14.37	8	103.8	14.57	7.40	1.70
	9	1,898	10.96	7	105.7	14.85	8.62	1.83
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,559	94.29	24	103.1	16.16	3.91	1.06
	5	1,736	92.97	23	103.7	16.05	6.03	1.55
	7	1,802	14.37	8	103.8	14.57	7.65	1.59
	9	1,898	10.96	7	105.7	14.85	9.00	1.89
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,559	94.29	24	103.1	16.16	3.79	1.13
	5	1,736	92.97	23	103.7	16.05	5.56	1.40
	7	1,802	14.37	8	103.8	14.57	7.33	1.54
	9	1,898	10.96	7	105.7	14.85	8.84	1.77
(10) MATHEMATICAL TOTAL (ITBS)	3	1,559	94.29	24	103.1	16.16	3.85	1.04
	5	1,736	92.97	23	103.7	16.05	5.79	1.40
	7	1,802	14.37	8	103.8	14.57	7.49	1.47
	9	1,898	10.96	7	105.7	14.85	8.92	1.72

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	100.0	102.9	103.1
	5	100.5	102.4	103.7
	7	100.2	101.2	103.8
	9	99.8	102.2	105.7
VOCABULARY (ITBS)	3	3.34	3.63	3.69
	5	5.04	5.32	5.45
	7	6.80	7.17	7.36
	9	8.10	8.52	8.78
READING COMPREHENSION (ITBS)	3	3.45	3.67	3.83
	5	5.11	5.39	5.47
	7	6.92	7.02	7.09
	9	8.38	8.66	9.09
LANGUAGE TOTAL (ITBS)	3	3.71	4.26	4.41
	5	5.17	5.78	5.92
	7	6.76	7.17	7.40
	9	7.90	8.42	8.62
MATHEMATICAL TOTAL (ITBS)	3	3.44	3.77	3.85
	5	5.44	5.76	5.75
	7	7.14	7.35	7.49
	9	8.38	8.69	8.92

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

FREDERICK COUNTY (BRUNSWICK - VALLEY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
BRUNSWICK	K-5	540	22.3	94.8	23.2	1.0	9.0	6.0	9.1	7.9	10.8	8,462
CARROLL MANOR	K-6	326	21.6	94.7	14.1	1.0	8.5	6.0	14.6	9.4	11.2	8,574
EAST FREDERICK	K-6	474	18.4	95.5	24.8	1.0	9.8	6.0	40.7	15.5	11.2	9,581
ELM STREET	K-6	533	18.6	95.4	26.7	2.0	11.5	21.0	22.6	22.9	11.5	9,842
GREEN VALLEY	K-6	903	22.6	95.3	38.9	1.0	5.7	8.0	17.3	10.4	11.0	9,240
LEWISTOWN	K-6	467	21.5	96.3	20.7	1.0	8.7	26.5	17.5	7.2	10.8	9,178
LIBERTY	K-6	494	19.6	94.4	23.2	2.0	8.6	15.3	15.9	7.1	10.7	8,982
MIDDLETOWN	K-6	730	22.3	96.8	31.8	1.0	8.6	6.0	37.2	2.4	12.1	11,209
MYERSVILLE	K-6	348	25.4	97.5	12.7	1.0	15.0	21.5	28.5	7.7	11.1	8,877
NEW MARKET	K-6	585	21.2	96.1	25.6	2.0	8.8	11.3	26.8	10.0	11.3	8,889
NEW MIDWAY	K-6	190	18.4	95.9	9.3	1.0	10.4	12.1	25.2	7.7	10.0	9,044
NORTH FREDERICK	K-6	611	21.1	95.6	20.9	2.0	11.5	26.5	20.8	2.6	11.5	9,853
PARKWAY	K-6	310	20.5	96.4	14.1	1.0	13.3	13.0	19.9	6.7	11.5	9,842
SABILLASVILLE	K-4	155	20.1	97.6	6.7	1.0	11.1	6.0	16.9	10.6	10.1	8,150
SOUTH FREDERICK	K-6	600	19.3	95.1	27.0	4.0	9.2	22.1	22.6	20.0	11.3	9,660
THURMONT	K-4	558	21.7	96.0	23.7	2.0	13.3	28.3	29.2	0.8	10.3	9,396
URBANA	K-6	386	21.2	95.5	17.2	1.0	11.5	5.0	17.6	8.3	11.9	10,901
VALLEY	K-6	490	20.2	95.8	22.3	2.0	8.9	15.3	32.9	5.1	9.7	8,814

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

FREDERICK COUNTY (BRUNSWICK - VALLEY)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

FREDERICK COUNTY
SCHOOL SYSTEM

SCHOOL NAME	SKILL AREAS													
	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
	GRADE	AVERAGE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE
	SAS	GE			GE			GE			GE			
BRUNSWICK	2	103.9	3.46	3.83	-0.37	3.37	3.90	-0.53	4.07	4.20	-0.23	3.64	2.87	-0.77
	5	105.6	5.43	5.55	-0.12	5.42	5.58	-0.16	6.27	5.87	+0.40	5.74	5.77	-0.03
CARROLL MANOR	2	100.6	3.68	3.62	+0.06	3.89	3.68	+0.21	4.17	4.08	+0.09	4.00	2.67	+1.33
	5	99.5	4.82	5.02	-0.20	4.78	5.06	-0.28	4.98	5.36	-0.38	5.43	5.28	+0.15
EAST FREDERICK	3	96.0	3.24	3.33	-0.09	3.30	3.38	-0.08	3.87	3.78	+0.09	3.35	3.40	-0.05
	5	99.4	4.23	5.01	-0.68	4.56	5.05	-0.49	4.75	5.25	-0.60	4.78	5.28	-0.50
ELM STREET	2	95.8	3.14	3.31	-0.17	3.19	3.36	-0.17	4.08	3.77	+0.31	3.62	3.39	+0.23
	5	95.0	4.73	4.63	+0.10	4.61	4.66	-0.07	4.93	4.98	-0.05	4.85	4.92	-0.07
GREEN VALLEY	2	104.1	3.87	3.84	+0.03	4.13	3.91	+0.22	4.82	4.31	+0.51	3.96	2.88	+1.08
	5	105.7	5.67	5.56	+0.11	5.72	5.59	+0.13	6.24	5.88	+0.36	5.94	5.78	+0.16
LEWISTOWN	3	107.6	4.12	4.06	+0.06	4.17	4.14	+0.03	4.61	4.54	+0.07	3.93	4.08	-0.15
	5	98.1	5.02	4.90	+0.12	5.16	4.94	+0.22	5.47	5.24	+0.23	5.36	5.17	+0.19
LIBERTY	2	98.4	3.18	3.48	-0.30	3.24	3.54	-0.30	3.78	3.54	+0.16	3.34	2.54	+0.80
	5	104.1	5.51	5.42	+0.09	5.67	5.45	+0.22	6.01	5.75	+0.26	5.94	5.65	+0.29
MIDDLETOWN	2	104.4	3.71	3.86	-0.15	3.97	3.93	+0.04	4.31	4.23	+0.02	3.71	3.90	-0.19
	5	105.3	5.63	5.53	+0.10	5.80	5.55	+0.25	6.17	5.85	+0.32	5.93	5.75	+0.18
MYERSVILLE	3	107.5	5.59	4.06	+1.53 *	4.98	4.14	+0.84 *	5.87	4.54	+1.33 *	4.84	4.08	+0.76 *
	5	106.9	6.29	5.67	+0.62	5.56	5.69	-0.13	6.61	5.98	+0.63	6.03	5.80	+0.15
NEW MARKET	3	101.0	3.39	3.64	-0.25	3.56	3.71	-0.15	4.32	4.11	+0.21	3.78	3.70	+0.08
	5	101.5	5.44	5.20	+0.24	5.55	5.23	+0.32	5.72	5.53	+0.19	5.78	5.44	+0.34
NEW HIGHWAY	2	108.9	4.22	4.15	+0.07	4.58	4.23	+0.35	5.41	4.63	+0.78 *	4.30	4.16	+0.14
	5	105.7	5.10	5.56	-0.46	5.67	5.59	+0.08	5.60	5.88	-0.28	5.52	5.78	-0.26
NORTH FREDERICK	3	102.4	3.60	3.73	-0.13	3.79	3.80	-0.01	4.61	4.20	+0.41	4.07	3.78	+0.29
	5	110.3	5.83	5.96	-0.13	5.84	5.97	-0.13	6.81	6.27	+0.54	6.64	6.15	+0.49
PARKWAY	3	107.3	4.04	4.05	-0.01	4.17	4.12	+0.05	4.53	4.52	+0.01	3.86	4.07	-0.21
	5	102.5	5.38	5.28	+0.10	5.58	5.31	+0.25	5.73	5.61	+0.12	6.01	5.52	+0.49
SAPILLASVILLE	2	110.0	3.73	4.22	-0.49	3.90	4.30	-0.40	4.16	4.70	-0.54	4.11	4.23	-0.12
	5	108.1	4.66	4.95	-0.06	4.63	4.99	-0.16	5.14	5.29	-0.15	5.09	5.22	-0.13
SOUTH FREDERICK	3	98.1	3.40	3.46	-0.06	3.63	3.52	+0.11	3.96	3.92	+0.04	3.37	3.53	-0.16
	5	98.7	4.66	4.95	-0.29	4.83	4.99	-0.16	5.14	5.29	-0.15	5.09	5.22	-0.13
THURMONT	3	103.8	3.75	3.82	-0.07	3.91	3.89	+0.02	4.65	4.29	+0.36	4.24	3.96	+0.28
	5	103.4	5.10	5.36	-0.26	5.18	5.39	-0.21	5.79	5.69	+0.10	5.53	5.60	-0.07
URBANA	3	103.7	3.54	3.82	-0.28	3.66	3.89	-0.23	4.12	4.29	-0.17	3.66	3.86	-0.20
	5	103.4	5.10	5.36	-0.26	5.18	5.39	-0.21	5.79	5.69	+0.10	5.53	5.60	-0.07
VALLEY	3	100.3	3.44	3.60	-0.16	3.52	3.66	-0.14	4.00	4.06	-0.06	3.63	3.66	-0.03
	5	107.3	5.08	5.21	-0.19	5.15	5.30	-0.15	5.69	5.60	+0.09	5.23	5.51	-0.28

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

FREDERICK COUNTY (WALKERSVILLE - WEST FREDERICK JR.)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
WALKERSVILLE	K-5	552	21.5	96.0	24.7	1.0	5.5	18.0	24.9	7.7	11.3	10,639
WAVERLY	K-6	668	23.4	95.5	27.5	1.0	7.8	20.0	17.5	2.8	12.2	11,081
WOLFSVILLE	K-6	241	20.9	96.5	10.5	1.0	16.8	24.5	23.5	1.8	9.8	8,850
WOODSBORO	K-6	2~8	18.8	96.5	12.2	1.0	10.9	6.0	29.5	10.8	9.5	8,906
YELLOW SPRINGS	K-6	467	22.3	96.7	19.9	1.0	8.7	25.0	19.6	3.2	12.1	10,505
BRUNSWICK JUNIOR SENIOR	6-12	1,049	18	92.9	53.5	2.0	11.1	24.0	26.1	7.0	10.6	8,552
CATOCTIN	9-12	975	20.8	92.3	44.8	2.0	11.4	20.3	38.5	8.7	10.4	8,914
EMMITSBURG	K-8	434	19.4	95.7	20.4	2.0	6.1	12.0	16.5	9.7	10.7	8,535
GOV THOMAS JOHNSON SR JR HI	7-12	2,543	20.2	92.8	123.1	3.0	12.5	14.0	37.3	8.4	11.8	10,015
LINGANORE SR JR HIGH	7-12	1,355	19.8	92.4	65.5	3.0	8.8	21.1	30.7	NA	NA	NA
MIDDLETOWN JUNIOR SENIOR	7-12	1,178	20.5	94.0	55.5	2.0	10.5	6.5	37.7	4.1	11.5	10,118
THURMONT MIDDLE	5-8	726	21.7	96.2	32.4	1.0	11.3	34.0	39.5	9.4	10.3	9,081
WALKERSVILLE HIGH	9-12	552	13.6	93.6	39.7	1.0	8.8	31.0	29.2	10.2	10.7	9,983
WALKERSVILLE MIDDLE	6-8	428	67.9	15.1	5.3	1.0	15.7	6.0	20.6	NA	NA	NA
WEST FREDERICK JUNIOR	7-9	1,141	18.2	90.6	60.1	2.5	8.0	17.6	22.8	14.0	11.4	9,678

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

FREDERICK COUNTY (WALKERSVILLE - WEST FREDERICK JR.)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

FREDERICK COUNTY
SCHOOL SYSTEM

SCHOOL NAME		SKILL AREAS													
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	
WALKERSVILLE	3	101.4	3.55	3.67	-.12	3.66	3.73	-.07	4.21	4.14	+.07	3.62	3.72	-.10	
	5	105.9	5.70	5.50	+.20	5.77	5.60	+.17	6.23	5.90	+.33	5.89	5.80	+.09	
WAVERTY	3	107.7	3.63	4.07	-.24	4.00	4.15	-.15	4.72	4.55	+.17	4.07	4.09	-.02	
	5	107.7	6.24	5.74	+.50	6.02	5.75	+.27	6.52	6.05	+.47	6.22	5.94	+.28	
WOLFSVILLE	3	100.0	3.59	3.38	+.01	3.72	3.64	+.08	4.35	4.05	+.30	3.89	3.64	+.25	
	5	104.6	5.78	5.47	+.31	5.66	5.49	+.17	6.17	5.79	+.38	6.12	5.69	+.43	
WOODSBORO	3	111.2	3.76	4.25	-.53	3.57	4.38	-.81 *	4.40	4.78	-.38	3.99	4.30	-.31	
	5	101.9	4.76	5.23	-.47	5.02	5.26	-.24	5.41	5.56	-.15	5.42	5.48	-.06	
YELLOW SPRINGS	3	115.8	3.98	4.55	-.61	4.31	4.68	-.37	4.60	5.08	-.48	3.96	4.57	-.61 *	
	5	108.0	6.10	5.76	+.34	6.11	5.78	+.33	6.30	6.08	+.22	6.10	5.97	+.13	
BRUNSWICK JUNIOR SR	7	103.2	6.96	6.98	-.02	7.20	6.96	+.24	7.36	7.14	+.22	7.15	7.22	-.03	
	9	105.3	9.31	8.64	+.67	9.36	8.55	+.81 *	8.67	8.60	+.07	9.22	8.74	+.48	
CATOCTIN	9	107.2	8.85	8.88	-.03	9.03	8.79	+.24	8.61	8.84	-.21	8.97	8.97	+.00	
EMMITTSBURG	3	99.4	4.34	3.54	+.80 *	5.23	3.60	+1.63 *	5.51	4.01	+1.50 *	4.87	3.60	+1.27 *	
	5	102.0	5.33	5.24	+.09	5.13	5.27	-.14	6.09	5.57	+.52	5.90	5.48	+.42	
	7	105.2	8.58	7.22	+1.36 *	6.91	7.18	-.27	8.11	7.26	+.85 *	8.10	7.44	+.66 *	
ROY THOMAS JOYNSON	7	106.0	7.04	7.32	-.28	7.45	7.27	+.18	7.23	7.45	-.22	7.26	7.53	-.27	
	9	104.9	9.05	8.59	+.46	9.05	8.50	+.55	8.78	8.56	+.22	8.87	8.69	+.18	
LINGANDRE JR JR SR	7	105.1	7.03	7.21	-.18	7.01	7.17	-.16	7.46	7.35	+.11	7.44	7.43	+.01	
	9	103.7	8.37	8.43	-.06	8.86	8.35	+.51	8.48	8.43	+.05	8.80	8.54	+.26	
MIDDLETOWN JR SR	7	104.7	6.72	7.08	-.36	6.74	7.06	-.32	6.80	7.24	-.44	6.96	7.32	-.36	
	9	104.2	9.03	9.14	-.11	9.58	9.05	+.53	8.84	9.04	-.20	9.31	9.21	+.10	
THURMONT MIDDLE	5	103.1	5.78	5.51	+.27	5.78	5.53	+.25	4.15	5.83	+.32	6.45	5.73	+.72 *	
	7	97.5	7.51	6.28	+1.23 *	7.37	6.54	+1.03 *	7.53	6.50	+1.03 *	7.89	6.59	+1.30 *	
WALKERSVILLE PI	5	106.4	8.00	8.78	-.02	9.33	8.69	+.64 *	8.86	8.73	+.13	9.13	8.87	+.26	
WALKERSVILLE MIDDLE	7	105.0	7.20	7.19	+.01	7.74	7.16	-.12	7.13	7.34	-.21	7.44	7.42	+.02	
WEST FREDERICK JR	7	102.7	6.85	6.91	-.06	7.13	6.90	+.23	6.98	7.08	-.10	7.15	7.17	-.02	
	9	101.5	8.05	8.40	-.35	8.40	8.33	+.07	8.10	8.40	-.30	8.14	8.52	-.38	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2

LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT

Garrett County



Philosophy

The philosophy of the Garrett County School System is as follows:

WE BELIEVE THAT --

Every child has the right to an education regardless of his native ability, sex, race, or religion;

Education is a continuous, cumulative pattern of growth for each individual;

Education allows each individual to develop his potential at his rate;

The educational process consists of a variety of educational, occupational, and social experiences which encourage individual responsibility, a positive self-concept, awareness of his environment, respect for himself and his fellow man, and high moral values.

Educational programs and facilities coordinate and integrate educational experiences by placing emphasis on skills and concepts used in the acquisition of knowledge; and

Education is the combined responsibility of the individual, the family, the community, the State, the nation, and all mankind.

From this philosophy, which emphasizes the individual student and his growth mentally, socially, physically, and emotionally within the school environment, comes programs which reflect these same emphases. These programs include the basic skills as the focal points of all instruction with remediation, reinforcement, and enrichment whenever the individual and/or the group need such to improve the learning process.

Evaluation of all educational programs is continuous, with the Maryland Educational Assessment Program being one part of the total process. The Maryland Educational Assessment Program, being a part of the Garrett County Program of Educational Evaluation, is a product evaluation which measures basic skills in vocabulary, reading, language, and mathematics at the third-, fifth-, seventh-, ninth-grade levels with the Iowa Tests of Basic Skills. Such scores reflect the average achievement per grade, per school of selected skills considered important by the test authors at a particular time in the space-time continuum. A county committee consisting of educational leaders and teachers was created during the Administrative and Supervisory Workshop, June 14-18, 1976, to study MAP data over the past three-year period and to discover trends, strengths, and weaknesses in educational programs as reflected by these data. An item analysis was made on a county basis with a follow-up being planned for each school. The county analysis will be available October 4, 1976.

In May of 1976, an instrument entitled "An Assessment of Garrett County Schools" was developed by teachers, parents, and students, and was distributed to all principals, teachers, aides, custodians, cafeteria workers, a random sampling of the Garrett County population, PTA's, civic clubs, and citizens. From its

results, which are not officially tabulated, it appears that the basic concerns of the Garrett County populace revolve around (1) the basic skills; (2) vocational education; (3) discipline, both in and out of school; and (4) education of the handicapped and the gifted.

With the Maryland Educational Assessment Program data and the Assessment of Garrett County Schools data, priorities are being established in the areas of reading, mathematics, and language arts in the elementary schools and are included in vocational education in the secondary schools. Great efforts are being made to develop and provide secondary programs for the mentally handicapped and the gifted.

A direct result of the Maryland Educational Assessment Program, the Garrett County Program of Educational Evaluation, and ESEA Title I has been two reading workshops conducted for teachers during the summer of 1976 by Mr. Albert R. Ringer, Assistant Superintendent, Curriculum and Instruction, and Mrs. Hilda Lee, Resource Teacher in Reading.

Reading Workshop I - Overview which involved K-5 teachers developed teacher goals and objectives based on State and County goals and objectives for reading in kindergarten, grade 1, grade 2, grade 3, grade 4, and grade 5.

Reading Workshop II, which involved K-1 teachers, developed for each objective activities, materials, and an evaluation process to be used by all teachers.

These materials developed in Workshop I and II are being distributed to all teachers K-5 for use during the school year 1976-77. From their evaluation and suggestions will come a product which will be used as a process with all Garrett County students at the appropriate level of learning.

Plans for future reading workshops are:

Summer of 1977: Reading Workshop III - grades: 2-3
Reading Workshop IV - grades: 4-5

Summer of 1978: Reading Workshop V - grades: 6, 7, 8

Summer of 1979: Reading Workshop VI - grades: 9, 10, 11, 12

The Maryland Educational Assessment Program requires reports in vocabulary, reading, language, and mathematics. The Garrett County Public School System uses the entire battery of the Iowa Tests of Basic Skills in its product evaluation and includes vocabulary,

reading, spelling, capitalization, punctuation, language usage, maps, graphs, references, work study skills, mathematical concepts, and mathematical problems. Each year each individual student who takes the battery of tests on prescribed grade levels, receives his results which are graphed on a report form and sent to each parent or guardian. Parent-school conferences are encouraged if questions or more data are needed by the parents/guardians.

Reports are given to local media of the generalized results of the Maryland Educational Assessment Program. The final State Report is distributed to all schools, the public library and its branches, PTA's, and civic organizations. Programs are available upon request for detailed explanation of the Maryland/Garrett County Accountability Assessment Program.

Program modification occurs from the continual evaluation process, including MAP, of the Garrett County Public Schools. Such modifications based on county-level and school-level objectives include: the expansion of functional reading to all schools and all grades in the Garrett County School system; the expansion of learning centers in all content areas in all schools; the continuation of the levels approach to reading in Grades K-3; the introduction of the levels approach to mathematics in Grades K-3 and the interdisciplinary approach to consumer and career education; a continued emphasis on individualized reading in Grades 5, 6, 7, 8, and 9; the continued expansion of the educational programs for the handicapped; the further development of minicourses in language arts in the secondary schools; and the development of minicourses in social studies in the secondary schools. The use of educational television via videotape cassettes is being continued and has been expanded to all schools.

In order to further improve educational programs and services for Garrett County youth, the following recommendations are made:

- That efforts similar to ESEA Title I for early childhood education be made for youths in the middle schools and in the first two years of secondary school;
- That language arts resource teachers be provided for all schools, and that their efforts be focused on the total language arts curriculum -- not just reading;
- That mathematics resource teachers be provided for the elementary and middle schools to provide scope and sequence in the mathematics curriculum, and to provide expertise to teachers who are in need of good teaching skills;

- That workshops for teachers be conducted in all content areas on a rotational basis for the purpose of writing the curriculum and objectives within the framework of the county-developed educational goals; and
- That specially trained teachers be employed for the secondary schools to teach basic reading, language arts, and mathematics skills to those youths one or more years below grade level in each area, and that special programs be developed through workshops, seminars, etc., for these youths, emphasizing relevance to the present and the future, and using a variety of media to bring about positive educational gains for the individual involved.

Some additional comments on the accountability assessment programs are:

- The curriculum designed for Garrett County youths reflects positively the goals of the Garrett County School System and the objectives of the schools as measured by these assessment instruments;
- The youth of Garrett County always score lower in vocabulary than in reading, language, and mathematics;
- The nonverbal ability of Garrett County youth is similar to the remainder of Maryland and the United States and is improving according to these data;
- Reading and mathematics in Grades 3 and 5 show improvement over last year's scores in these same areas and grades; and
- The emphasis on the basic skills in reading and mathematics in Grades K-1, 2-3 and the emphasis of ESEA Title I in these same areas and grades may have significance in the scores received by Garrett County youth.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
23,400	\$7,324	27.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,780	\$10,425	\$15,918	11.3	20.2

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.0%	18.6	95.1%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,019.04	\$695.72	68.3%	\$26.19

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.6%	\$3.77	0.4%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

GARRETT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	420	88.33	13	102.0	14.94	3.64	1.06
	5	446	90.13	11	104.2	13.70	5.15	1.41
	7	471	95.97	6	99.0	15.26	6.54	1.78
	9	441	93.20	2	101.9	15.04	8.20	1.83
(2) READING COMPRE- HENSION (ITBS)	3	420	88.33	13	102.0	14.94	3.76	1.18
	5	446	90.13	11	104.2	13.70	5.39	1.38
	7	471	95.97	6	99.0	15.26	6.79	1.65
	9	441	93.20	2	101.9	15.04	8.32	1.89
(3) SPELLING (ITBS)	3	420	88.33	13	102.0	14.94	4.08	1.32
	5	446	90.13	11	104.2	13.70	5.42	1.69
	7	471	95.97	6	99.0	15.26	6.58	1.97
	9	441	93.20	2	101.9	15.04	7.86	2.23
(4) CAPITAL- IZATION (ITBS)	3	420	88.33	13	102.0	14.94	3.92	1.34
	5	446	90.13	11	104.2	13.70	5.44	1.55
	7	471	95.97	6	99.0	15.26	6.65	1.93
	9	441	93.20	2	101.9	15.04	8.32	2.21
(5) PUNCTUATION (ITBS)	3	420	88.33	13	102.0	14.94	4.10	1.47
	5	446	90.13	11	104.2	13.70	5.33	1.60
	7	471	95.97	6	99.0	15.26	6.40	1.99
	9	441	93.20	2	101.9	15.04	8.17	2.20

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	420	88.33	13	102.0	14.94	3.64	1.33
	5	446	90.13	11	104.2	13.70	5.01	1.60
	7	471	95.97	6	99.0	15.26	6.38	2.05
	9	441	93.20	2	101.9	15.04	7.91	2.20
(7) LANGUAGE TOTAL (ITBS)	3	420	88.33	13	102.0	14.94	3.94	1.21
	5	446	90.13	11	104.2	13.70	5.30	1.40
	7	471	95.97	6	99.0	15.26	6.50	1.73
	9	441	93.20	2	101.9	15.04	8.06	1.95
(8) MATHEMATICAL CONCEPTS (ITBS)	3	420	88.33	13	102.0	14.94	3.64	1.00
	5	446	90.13	11	104.2	13.70	5.67	1.36
	7	471	95.97	6	99.0	15.26	7.07	1.55
	9	441	93.20	2	101.9	15.04	8.68	1.89
(9) MATHEMATICAL PROBLEMS (ITBS)	3	420	88.33	13	102.0	14.94	3.64	1.08
	5	446	90.13	11	104.2	13.70	5.39	1.25
	7	471	95.97	6	99.0	15.26	6.98	1.51
	9	441	93.20	2	101.9	15.04	8.66	1.85
(10) MATHEMATICAL TOTAL (ITBS)	3	420	88.33	13	102.0	14.94	3.64	0.99
	5	446	90.13	11	104.2	13.70	5.53	1.23
	7	471	95.97	6	99.0	15.26	7.02	1.42
	9	441	93.20	2	101.9	15.04	8.67	1.76

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	98.9	100.4	102.0
	5	101.7	100.6	104.2
	7	101.2	100.0	99.0
	9	104.4	100.5	101.9
VOCABULARY (ITBS)	3	3.43	3.56	3.64
	5	5.06	5.00	5.15
	7	6.72	6.66	6.54
	9	8.60	8.34	8.20
READING COMPREHENSION (ITBS)	3	3.60	3.68	3.76
	5	5.33	5.24	5.39
	7	6.92	6.93	6.79
	9	8.81	8.42	8.32
LANGUAGE TOTAL (ITBS)	3	3.84	3.94	3.94
	5	5.26	5.12	5.30
	7	6.77	6.71	6.50
	9	8.48	7.99	8.06
MATHEMATICAL TOTAL (ITBS)	3	3.59	3.63	3.64
	5	5.51	5.47	5.53
	7	7.25	7.22	7.02
	9	8.86	8.58	8.67

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

GARRETT COUNTY (ACCIDENT - SOUTHERN GARRETT)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ACCIDENT	K-6	337	18.7	93.6	17.0	1.0	5.9	17.5	11.1	20.7	11.5	5,718
CENTER STREET	K-3	425	20.7	97.0	20.0	0.5	9.3	18.0	12.2	27.7	10.2	6,260
CRELLIN	K-3	76	25.3	96.4	2.0	1.0	21.0	10.0	0.0	37.8	10.3	5,411
DENNETT ROAD	3-6	665	21.8	96.8	29.5	1.0	14.0	9.9	26.2	26.4	10.2	6,178
FRIENDSVILLE	K-6	260	18.6	95.6	13.0	1.0	3.4	13.0	28.6	22.1	9.5	5,488
GRANTSVILLE	K-6	369	20.5	96.2	17.0	1.0	10.5	16.5	22.2	28.0	10.4	6,095
KITZMILLER	K-6	125	19.2	93.2	5.5	1.0	8.4	5.0	0.0	51.2	9.5	5,647
LOCH LYNN HEIGHTS	1-6	178	25.4	98.4	5.0	2.0	12.3	23.7	28.6	23.5	10.7	6,104
RED HOUSE	1-6	139	23.2	97.0	5.0	1.0	9.8	29.0	0.0	47.7	10.8	4,886
SWAN MEADOW	1-7	60	20.0	89.5	2.0	1.0	11.0	15.0	66.7	26.2	10.4	6,024
YODER	1-7	89	22.3	96.8	3.0	1.0	24.9	27.5	25.0	27.1	10.4	6,006
BLOOMINGTON	K-8	171	15.5	96.6	9.0	2.0	14.8	6.5	27.3	7.0	10.5	7,499
ROUTE 40	K-8	208	18.9	95.6	10.0	1.0	3.9	18.0	27.3	18.2	8.8	6,406
NORTHERN GARRETT	7-12	915	18.3	93.6	47.9	2.0	11.9	18.5	26.0	24.9	10.4	5,869
SOUTHERN GARRETT	7-12	1,537	19.0	93.7	78.0	3.0	12.0	23.7	34.6	30.0	10.2	5,967

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

GARRETT COUNTY (ACCIDENT - SOUTHERN GARRETT)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

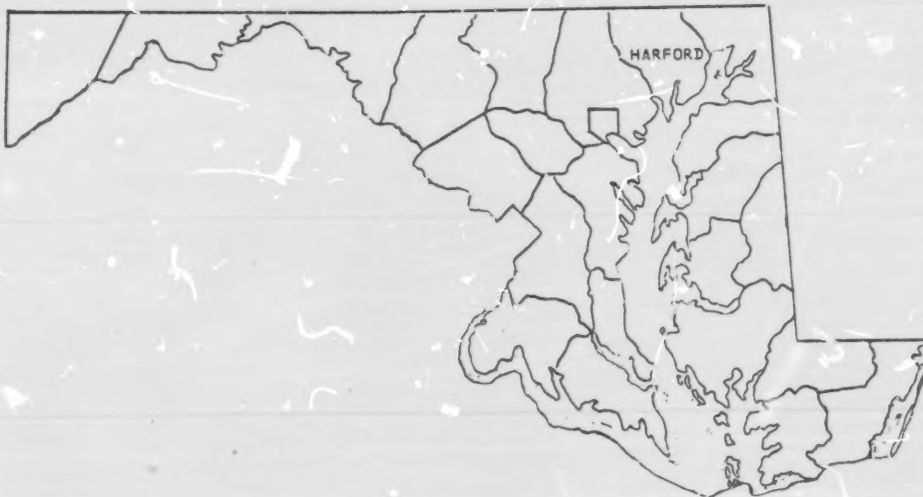
GARRETT COUNTY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
		SA ¹	GE			GE			GE			GE		
ACCIDENT	3	105.8	4.11	3.95	+0.16	4.42	4.02	+0.40	4.38	4.42	-0.04	3.72	3.98	-0.26
	5	102.8	5.63	5.31	+0.32	5.65	5.34	+0.31	5.80	5.64	+0.16	5.07	5.55	+0.32
CENTER STREET	3	102.8	4.03	3.76	+0.27	3.86	3.83	+0.03	4.49	4.23	+0.26	3.83	3.80	+0.03
CRELLIN	3	101.4	2.98	3.68	-0.70 *	2.57	3.75	-1.18 *	3.38	4.15	-0.77 *	3.42	3.73	-0.31
DENNETT ROAD	2	103.3	3.68	3.79	-0.11	3.75	3.86	-0.07	4.05	4.26	-0.21	3.66	3.82	-0.17
	5	104.9	5.05	5.49	-0.44	5.31	5.52	-0.21	5.12	5.81	-0.69	5.46	5.72	-0.26
FRIENDSVILLE	3	92.3	3.11	3.09	+0.02	3.18	3.13	+0.05	3.26	3.54	-0.28	3.02	3.19	-0.17
	5	101.1	4.66	5.16	-0.50	4.84	5.20	-0.36	4.83	5.49	-0.66	4.94	5.41	-0.47
GRANTSVILLE	3	105.7	3.60	3.94	-0.34	3.85	4.02	-0.17	4.02	4.42	-0.40	3.89	3.97	-0.08
	5	106.2	5.46	5.61	-0.15	5.73	5.64	+0.09	5.56	5.93	-0.37	5.79	5.82	-0.04
KITZMILLER	3	101.6	3.58	3.68	-0.10	3.63	3.75	-0.12	3.86	4.15	-0.29	4.00	3.73	+0.27
	5	103.1	4.57	5.34	-0.77	5.37	5.36	+0.01	5.42	5.66	-0.24	5.91	5.57	+0.34
LOCH LYNN HEIGHTS	3	105.9	3.87	3.96	-0.09	3.98	4.03	-0.05	3.53	4.43	-0.85 *	3.76	3.98	-0.22
	5	101.9	5.32	5.23	+0.09	5.16	5.26	-0.10	5.30	5.56	-0.26	5.21	5.46	-0.27
RED HOUSE	3	96.5	3.13	3.36	+0.37	3.85	3.41	+0.44	3.49	3.82	-0.33	3.43	3.43	+0.00
	5	107.0	4.86	5.68	-0.82 *	5.40	5.70	-0.30	5.28	5.99	-0.71	5.78	5.89	-0.11
SWAN MEADOW	3	101.4	3.84	3.67	+0.17	3.66	3.73	-0.07	4.42	4.14	+0.28	3.86	3.72	+0.14
	5	101.0	4.90	5.15	-0.25	5.18	5.19	-0.01	5.46	5.49	-0.03	4.68	5.40	-0.72 *
	7	114.6	7.06	8.36	-1.30 *	8.18	8.21	-0.03	9.35	8.41	+0.94 *	8.80	8.48	+0.32
VOCER	2	102.2	4.10	3.73	+0.37	4.47	3.79	+0.68 *	4.51	4.20	+0.31	4.08	3.77	+0.31
	5	103.2	5.50	5.34	+0.16	5.74	5.37	+0.37	5.75	5.67	+0.08	5.58	5.58	+0.00
	7	98.5	7.29	6.40	+0.89 *	7.49	6.45	+1.04 *	6.98	6.61	+0.37	7.31	6.70	+0.61 *
BLOOMINGTON	3	102.1	3.36	3.71	-0.35	3.64	3.78	-0.13	3.56	4.18	-0.62	3.46	3.76	-0.30
	5	99.6	5.17	5.03	+0.14	5.79	5.07	+0.72 *	5.33	5.37	-0.04	5.47	5.29	+0.18
	7	98.1	6.59	6.36	+0.23	6.37	6.40	-0.03	6.72	6.57	+0.15	7.01	6.66	+0.35
ROUTE 40	2	98.5	2.91	3.48	-0.57	3.36	3.54	-0.18	3.34	2.95	-0.41	3.39	3.55	-0.16
	5	109.8	5.40	5.92	-0.52	5.63	5.93	-0.30	5.49	6.23	-0.74	6.01	6.11	-0.10
	7	100.3	6.75	6.62	+0.13	6.72	6.64	+0.08	6.71	6.81	-0.10	6.67	6.90	-0.23
NORTHERN GARRETT	7	100.6	6.60	6.66	-0.06	6.88	6.68	+0.20	6.50	6.85	-0.35	7.09	6.94	+0.15
	9	102.4	8.23	8.26	-0.03	8.42	8.19	+0.23	8.24	8.28	-0.04	8.71	8.38	+0.33
SOUTHERN GARRETT	7	97.5	6.43	6.28	+0.15	6.49	6.34	+0.35	6.36	6.50	-0.14	6.93	6.59	+0.34
	9	101.5	8.18	8.15	+0.03	8.26	8.07	+0.19	7.95	8.18	-0.23	8.65	8.27	+0.38

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Harford County



Utilization of a Systematic Approach to Improving the Instructional Program

The Harford County Public Schools have always recognized the necessity of continuous and systematic curriculum revision to provide learning experiences which are consistent with the goals of an effective educational program. The accountability program in Maryland has been made an integral part of this continuous process of curriculum development and improvement. The existing management structure for curriculum development, with the addition of a county-wide committee on accountability, provides a carefully integrated and correlated approach to both responsibilities. The

Strength of this structure, which clearly differentiates county- and school-level responsibilities, has permitted assimilation of the accountability program and the utilization of its major components--system goals, school objectives, and the assessment results--for the benefit of the total instructional program. As a result, both county and school activities reflect the positive influence of accountability.

Evidence, at the county level, of a systematic approach to instruction reinforced by the accountability program is seen in the products of the Language Arts and Mathematics Steering Committees. A middle-school mathematics curriculum has been successfully piloted and will be implemented county-wide this year. Language arts guides for the middle-school grades have been developed. In addition, a county position on the teaching of reading, finalized and disseminated to all schools in 1975-76, set forth a philosophy and a set of expectations for the management of reading instruction. The system's accountability goals were an integral part of all of these curriculum materials which were developed at the county level.

At the local-school level, each school curriculum committee, under the leadership of its principal and supervisor, has developed school objectives, established instructional priorities, and implemented program changes based on strengths and deficiencies identified in the assessment program. Extensive use has been made of item-analysis data from the Iowa Test of Basic Skills in the ongoing evaluation of the program in each school.

Interpretation and Presentations of MAP Results

The results of the Year II Accountability Assessment Program, which included the Cognitive Abilities Test: Nonverbal, the Iowa Test of Basic Skills, and the Maryland Basic Skills Reading Mastery Test, were widely disseminated in Harford County, both within the school system and to the public. Relative to the latter, results were formally presented to the Board of Education and to various PTA groups within the county and were reviewed as well by the local news media. The staff also designed and distributed to parents a special form which reported and interpreted their child's achievement test scores. County-wide results of the assessment program were presented to the total staff, and individual school results were reported with interpretations to local-school leadership. In addition, a special meeting was held to brief instructional supervisors on additional analytic techniques that might be applied to the test scores in order to obtain additional information regarding strengths and weaknesses in the instructional program.

The faculty, school leadership, and county instructional staff met in each school to review student performance on the ability and achievement tests; to discuss any changes in performance since Year I; and to examine in detail the results of the Year II item analysis of the ITBS, relating student performance on items measuring specific skills to the school objectives in reading, writing, and mathematics. Special attention was given to the schools in which Year II achievement in one or more of the basic skill areas (ITBS) was identified as unusually high relative to the average ability of the students. A meeting was held with the instructional leadership in those schools at which possible factors contributing to high achievement were explored and tentative plans made for further study and discussion after Year III results are examined.

A review of the Year III performance of Harford County Public School students on the Iowa Test of Basic Skills and the Cognitive Abilities Test: Nonverbal indicates that our students continue to demonstrate a level of achievement consistent with their ability. It is noted that average performance in reading, vocabulary, and language has continued to improve in all grades. A trend towards higher performance in these skills has been noted state-wide and may reflect the increased emphasis being placed upon reading instruction throughout Maryland. It has been observed also that in most public schools in Harford County, the average ability scores increased slightly from Year II to Year III, particularly in grades 5, 7, and 9. To what extent this increase may be attributable to greater familiarity with the format of the CAT, which many of these students took as a part of the Year I accountability assessment program, is a subject for speculation.

The assessment of student achievement in reading was broadened in Year II to include seventh- and eleventh-grade students to whom the Maryland Basic Skills Reading Mastery Test was administered in October, 1975. The results of this assessment indicate a level of mastery of basic skills in reading in Harford County which considerably exceeds the level in Maryland as a whole at both grade levels tested. Particular strength was observed in the skills of "locating references" and "following directions." Although county-wide performance was highly satisfactory, special attention is being given to the individual students whose performance indicated deficiencies; and the county reading supervisor has been working closely with teachers and principals to develop and implement strategies to meet the needs of these students.

In summary, in all the discussions of assessment results in Harford County, emphasis continues to be placed upon the importance of the system goals and school objectives in providing direction to the instructional program and upon the need to examine all assessment results within the perspective of these goals and objectives. It is felt that, lacking such perspective, the accountability assessment program risks being misinterpreted or ignored by

the public and staff members alike. Viewed as a source of useful information on program strengths and deficiencies and as a stimulus to action, however, the assessment program stands as a positive force for improvement in the quality of the education provided to students in the Harford County Public Schools.

Local Evaluative Efforts

While the Maryland Accountability Program itself has not directly resulted in an increase in the amount of testing being conducted in the schools, it is fair to say that additional use is being made of individual test scores for diagnostic, prescriptive, and placement purposes and of group assessment results for program evaluation. Relative to the former, a growing sophistication about testing on the part of the county instructional staff, principals, and teachers has resulted in the development of a test portfolio comprised of instruments assessing student competency in specific skills involved in reading, writing, and mathematics. After consulting with instructional specialists and principals, classroom and special area teachers may select instruments from this portfolio to assess specific student needs in order to provide appropriate instruction. Two middle schools are also utilizing achievement and ability test scores along with teacher judgment in the identification of underachieving students who are most likely to profit from special group instruction in reading and mathematics.

Relative to the latter, the use of group assessment results for program evaluation, school curriculum committees in every Harford County public school have met to discuss ITBS and/or Maryland Basic Skills Reading Mastery Test results in terms of their implications for the instructional program. In Title I-assisted schools, the Iowa Test of Basic Skills is being administered in grades 1, 2, 4, and 6, with special attention being given to the reading and mathematics scores of the students. After analysis of standardized reading test scores relative to the ability of the students and upon the advice of the county reading supervisor, high intensity reading laboratories were successfully established in five Title I-assisted schools during the 1974-75 academic year. Results of standardized tests administered to students at the end of their experience in the reading laboratory indicated higher than expected growth in reading skills.

Accountability assessment results are being supplemented by additional test results in the evaluation of special programs in individual schools. For example, a series of commercially-prepared, criterion-referenced tests in reading and mathematics have been utilized in the intermediate grades in several elementary schools. Accountability assessment scores have been supplemented by measures of organizational climate and student attitude and self-concept in an evaluation of a human relations project in another

elementary school. Additionally, the increasing number of public schools in Harford County structured upon an open education concept has led to an assessment of the effects of open education upon students in one school where the program has been underway for several years. Based upon goals for open education, for teacher roles, and for student outcomes, which were developed jointly by teachers and administrators, the study will utilize ITBS and CAT scores along with an inventory of teacher attitudes towards a number of open education themes and a survey of student attitudes about school.

Program Modification Activities

A survey of Harford County Public Schools indicated that those program modification activities which are consistent with the goals of county-wide and school-based curriculum development continue to be expanded at all grade levels. These activities include additional diagnostic assessment and alternative instructional materials and teaching techniques, as well as innovative organizational practices such as team teaching, independent study, other individualized instruction, and a variety of approaches to grouping students. Throughout the school system, major emphasis continues to be placed on the skill areas for which special accountability objectives were developed. These objectives, supported by the student performance results on the Iowa Test of Basic Skills, have been utilized in each school to determine instructional priorities for program planning.

In the second year of accountability implementation, the bulk of the modification activities in the elementary schools has occurred in four major areas: first, the development or selection of instructional materials to support special accountability objectives; second, renewed emphasis upon basic skill needs revealed in the item analysis of the Iowa Tests of Basic Skills; third, review and revision of instructional policies and procedures based upon county position papers in reading and handwriting; and fourth, implementation of more flexible organizational policies. In the development of materials, activity has focused upon developing sequences of skills, task folders, learning centers, and word lists to support functional reading, and, in some schools, comprehensive mathematics skills sequences. Examination of item analysis data from the Iowa Tests of Basic Skills has focused renewed attention upon specific skills such as punctuation, capitalization, spelling, problem-solving, and mastery of basic number facts. Furthermore, the bicentennial year has provided additional opportunities for students to improve their competencies in basic writing skills while at the same time developing skill in creative writing. Examination of the county

position paper on the teaching of reading has stimulated review and in some cases revision of school reading programs. Examples of organizational innovations implemented in the schools include the following: individualized instruction through a system of work-jobs" for pupils in kindergarten and first grade, individualized spelling in grades 3 and 5, across-grade grouping in mathematics, organization of teaching teams, and the extension of pre-school time each day to encourage additional utilization of the library.

While program modification at the secondary school level has occurred principally in the areas of reading, language, and mathematics, some middle and high schools have also focused upon the science and social science areas as vehicles for teaching mathematics and reading skills. New materials have been written, diagnostic testing initiated, assessment data studies, team organizations changed, and resource center offerings expanded. Alternative programs have been provided in some schools for those students needing basic skills competencies.

In the language arts, middle and high schools have worked intensively to develop functional reading competencies. Sequenced functional reading activities have been formulated and implemented in most schools. Another priority indicated for the secondary schools is the improvement of research skills. One school developed a one-semester elective seminar in social studies and English, focusing on speed reading and individual research. Major revisions in the language arts guide for ninth and tenth grades and the development of a scope and sequence for grades 6-8 have also been reported. Another school reported the appointment of reading coordinators for all teams. Much emphasis is reported in all schools upon the skills required for acceptable written communication--punctuation, grammar, spelling, and usage.

In mathematics, secondary schools indicate a focus upon the development of evaluative tools to test student mastery of skills related to the accountability objectives. One school indicated that a new mathematics program for grades 9 and 10 was being implemented; other schools indicated the revision of current programs to include a problem-solving emphasis.

In summary, the public schools of Harford County have met the challenge of accountability by implementing an extensive number of modification activities in the first year and by initiating additional ones this past year. It is anticipated that such program modifications will continue at both the county and local school levels in response to the diverse needs of the students in the Harford County Public Schools.

Unmet Needs for Resources to Permit Improvement of Programs and Services

The initial thrust of the accountability program--the establishment of goals and objectives and the implementation and utilization of accountability assessment--has been achieved through the conscientious and positive efforts of the total staff of the Harford County Public Schools. The system's commitment to accountability is further demonstrated by the diverse and numerous modification activities undertaken at the county and school levels this year. However, additional time and money are needed for continued development and implementation of the total accountability effort. Particularly at this critical stage of program modification based on the instructional deficiencies revealed in the assessment component, funding is necessary both for staff development and for the purchase of materials to support the program changes.

The Harford County Public School System continues to recognize the need for the state to strengthen the measurement and evaluation components of the accountability program. The need for the development of more appropriate and comprehensive assessment instruments in mathematics and writing is particularly critical. Furthermore, local efforts to determine valid and reliable techniques for measuring the accomplishment of school objectives must continue. There is also a need for further efforts to utilize test scores to identify the characteristics of particularly successful school programs. It is hoped that the efforts of the state's Process Evaluation Team to accomplish this will be continued. There is also a continuing need for the state to be more sensitive to local needs for information as data from state-wide assessment instruments are made available.

While the Harford County Public School System continues to respond constructively to the opportunities presented by the MAP for improving the instructional services to its youth, it is recognized that the ability of both the state and local system to sustain public and staff interest and effort as the program continues and expands in scope may be the most critical of the unmet needs.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
132,600	\$12,642	8.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
33,847	\$12,580	\$20,342	9.2	16.3

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
34.1%	18.7	94.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,124.25	\$844.89	75.2%	\$26.97

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.4%	\$8.79	0.8%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

HARFORD COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	2,444	97.09	25	101.7	15.87	3.92	1.04
	5	2,731	97.03	25	104.1	15.29	5.75	1.41
	7	2,927	92.11	6	105.6	15.11	7.48	1.67
	9	2,722	81.12	6	105.2	15.85	9.08	1.91
(2) READING COMPRE- HENSION (ITBS)	3	2,444	97.09	25	101.7	15.87	3.99	1.19
	5	2,731	97.03	25	104.1	15.29	5.76	1.43
	7	2,927	92.11	6	105.6	15.11	7.47	1.63
	9	2,722	81.12	6	105.2	15.85	8.95	1.81
(3) SPELLING (ITBS)	3	2,444	97.09	25	101.7	15.87	4.41	1.28
	5	2,731	97.03	25	104.1	15.29	5.93	1.66
	7	2,927	92.11	6	105.6	15.11	7.48	1.99
	9	2,722	81.12	6	105.2	15.85	8.80	2.17
(4) CAPITAL- IZATION (ITBS)	3	2,444	97.09	25	101.7	15.87	4.14	1.27
	5	2,731	97.03	25	104.1	15.29	5.91	1.61
	7	2,927	92.11	6	105.6	15.11	7.67	2.01
	9	2,722	81.12	6	105.2	15.85	9.01	2.26
(5) PUNCTUATION (ITBS)	3	2,444	97.09	25	101.7	15.87	4.19	1.40
	5	2,731	97.03	25	104.1	15.29	5.75	1.56
	7	2,927	92.11	6	105.6	15.11	7.35	2.04
	9	2,722	81.12	6	105.2	15.85	8.71	2.22

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE # (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	2,444	97.09	25	101.7	15.87	3.98	1.34
	5	2,731	97.03	25	104.1	15.29	5.66	1.69
	7	2,927	92.11	6	105.6	15.11	7.32	2.02
	9	2,722	81.12	6	105.2	15.85	8.54	2.18
(7) LANGUAGE TOTAL (ITBS)	3	2,444	97.09	25	101.7	15.87	4.18	1.15
	5	2,731	97.03	25	104.1	15.29	5.81	1.43
	7	2,927	92.11	6	105.6	15.11	7.45	1.78
	9	2,722	81.12	6	105.2	15.85	8.77	1.96
(8) MATHEMATICAL CONCEPTS (ITBS)	3	2,444	97.09	25	101.7	15.87	3.77	0.92
	5	2,731	97.03	25	104.1	15.29	5.61	1.36
	7	2,927	92.11	6	105.6	15.11	7.51	1.53
	9	2,722	81.12	6	105.2	15.85	9.01	1.88
(9) MATHEMATICAL PROBLEMS (ITBS)	3	2,444	97.09	25	101.7	15.87	3.71	1.03
	5	2,731	97.03	25	104.1	15.29	5.46	1.31
	7	2,927	92.11	6	105.6	15.11	7.24	1.57
	9	2,722	81.12	6	105.2	15.85	8.75	1.80
(10) MATHEMATICAL TOTAL (ITBS)	3	2,444	97.09	25	101.7	15.87	3.74	0.92
	5	2,731	97.03	25	104.1	15.29	5.54	1.26
	7	2,927	92.11	6	105.6	15.11	7.37	1.44
	9	2,722	81.12	6	105.2	15.85	8.88	1.74

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	102.5	102.8	101.7
	5	104.5	102.7	104.1
	7	102.6	102.3	105.6
	9	105.2	102.6	105.2
VOCABULARY (ITBS)	3	3.85	3.89	3.92
	5	5.61	5.64	5.75
	7	7.39	7.41	7.48
	9	9.05	8.93	9.08
READING COMPREHENSION (ITBS)	3	3.93	3.93	3.99
	5	5.68	5.69	5.76
	7	7.41	7.50	7.47
	9	8.89	8.93	8.95
LANGUAGE TOTAL (ITBS)	3	4.08	4.11	4.18
	5	5.75	5.72	5.81
	7	7.37	7.38	7.45
	9	8.80	8.66	8.77
MATHEMATICAL TOTAL (ITBS)	3	3.71	3.77	3.74
	5	5.61	5.56	5.54
	7	7.35	7.33	7.37
	9	8.97	8.82	8.88

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

HARFORD COUNTY (BAKERFIELD - MEADOWVALE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$1,000) (12)
BAKERFIELD	K-5	677	20.8	96.2	30.5	2.0	11.4	18.5	24.6	9.6	12.2	10,638
BEL AIR	K-6	758	20.1	96.6	35.7	2.0	9.8	9.5	23.9	8.3	12.2	12,475
CHURCHVILLE	K-6	557	20.3	96.7	25.5	2.0	7.2	16.5	21.8	7.9	11.7	10,594
DARLINGTON	K-5	242	16.1	97.0	14.0	1.0	14.1	15.5	20.0	13.6	11.0	9,231
DEERFIELD	K-6	699	21.8	95.5	30.0	2.0	6.6	29.7	31.3	6.9	12.1	9,834
DUBLIN	K-6	456	17.5	94.2	24.0	2.0	10.5	19.5	34.6	14.4	10.8	9,098
EDGEWOOD CEDAR DRIVE	K-5	779	16.1	94.7	45.5	3.0	6.8	10.5	26.8	10.2	12.3	10,138
FOREST HILL	K-6	491	18.9	96.5	24.0	2.0	8.7	8.5	26.9	4.9	12.1	12,146
HALLS CROSS ROADS	P-5	654	18.4	96.0	33.5	2.0	9.0	16.5	33.8	15.4	12.1	8,505
HAVRE DE GRACE	P-5	710	18.9	93.7	35.5	2.0	11.1	11.5	29.3	13.2	11.1	9,476
HICKORY	K-6	918	21.1	95.9	41.4	2.0	10.9	13.5	41.5	11.4	12.1	12,030
HIGHLAND	K-6	425	20.4	95.4	19.8	1.0	8.5	18.0	37.5	9.1	10.9	8,789
HILLSDALE	K-5	454	17.5	95.9	25.0	1.0	10.7	15.0	38.5	6.9	11.4	8,940
HOMESTEAD	4-6	854	21.6	96.9	37.6	2.0	11.5	11.3	52.0	3.7	12.2	13,295
JARRETTSVILLE	K-6	744	22.5	96.8	31.0	2.0	8.5	22.7	36.4	8.6	11.5	10,670
JOPPATOWNE	K-6	746	21.6	96.0	32.5	2.0	8.8	19.0	37.7	2.6	12.4	12,863
MAGNOLIA	1-6	678	19.7	95.4	32.5	2.0	4.0	11.5	20.3	5.8	NA	NA
MEADOWVALE	K-5	582	18.5	96.3	29.5	2.0	12.5	13.1	25.4	6.8	11.5	10,154

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HARFORD COUNTY (BAKER FIELD ELEMENTARY - MEADOWVALE ELEMENTARY)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

HARFORD COUNTY
SCHOOL SYSTEM

SCHOOL NAME		SKILL AREAS													
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	
		SAS	SE	NORM	ENCE	SE	NORM	ENCE	SE	NCRP	ENCE	SE	NCRM	ENCE	
BAKER FIELD ELEM	2	99.2	3.82	3.54	+0.28	3.84	3.60	+0.24	4.07	4.00	+0.07	3.58	3.60	-0.02	
	5	105.0	5.82	5.50	+0.32	5.90	5.53	+0.37	5.80	5.82	-0.02	5.34	5.73	-0.39	
BEL AIR ELEM	3	106.9	4.23	4.07	+0.21	4.32	4.10	+0.22	4.61	4.50	+0.11	4.13	4.04	+0.09	
	5	108.8	6.26	5.63	+0.43	6.16	5.85	+0.31	6.05	6.14	-0.09	6.19	6.03	+0.16	
CHURCHVILLE ELEM	2	103.4	4.05	3.81	+0.24	4.07	3.88	+0.19	4.09	4.28	-0.19	3.77	3.85	-0.08	
	5	103.4	5.91	5.36	+0.55	5.83	5.39	+0.44	6.04	5.69	+0.35	5.58	5.60	-0.02	
CARLINGTON ELEM	3	96.6	3.76	3.36	+0.40	3.80	3.42	+0.38	3.85	3.82	+0.03	3.37	3.44	-0.07	
	5	99.9	5.51	5.06	+0.45	5.52	5.09	+0.43	5.64	5.39	+0.25	5.09	5.32	-0.23	
DEERFIELD ELEM	3	98.1	3.69	3.46	+0.23	3.67	3.52	+0.15	3.65	3.92	-0.27	3.44	3.53	-0.09	
	5	102.6	5.48	5.29	+0.19	5.45	5.32	+0.13	5.55	5.62	-0.07	5.08	5.53	-0.45	
DUBLIN ELEM	3	99.0	3.90	3.52	+0.38	3.69	3.58	+0.11	3.89	3.98	-0.09	3.61	3.58	+0.03	
	5	104.2	5.63	5.44	+0.19	5.49	5.47	+0.02	5.51	5.76	-0.25	5.46	5.67	-0.21	
EDGEWOOD CEDAR DRIVE	3	100.4	3.65	3.61	+0.04	3.81	3.67	+0.14	4.04	4.07	-0.03	3.53	3.66	-0.13	
	5	101.4	5.31	5.19	+0.12	5.41	5.22	+0.19	5.32	5.52	-0.20	5.07	5.44	-0.37	
FOREST HILL ELEM	3	97.0	3.85	3.39	+0.46	3.67	3.44	+0.23	3.84	3.85	-0.01	3.56	3.46	+0.10	
	5	105.7	5.79	5.56	+0.23	5.65	5.59	+0.06	5.69	5.68	-0.19	5.80	5.78	+0.02	
FALLS CROSS ROADS	2	92.7	3.24	3.12	+0.12	3.17	3.16	+0.01	3.55	3.57	-0.02	3.20	3.21	-0.01	
	5	96.5	5.69	4.79	+0.90	5.30	4.84	+0.46	5.97	5.14	+0.83	5.89	5.08	+0.81	
FAVRE DE GRACE ELEM	2	97.0	3.79	3.39	+0.40	3.87	3.44	+0.43	4.05	3.85	+0.20	3.67	3.46	+0.21	
	5	99.8	5.23	5.05	+0.18	5.35	5.09	+0.26	5.44	5.39	+0.05	5.23	5.31	-0.08	
HICKORY ELEM	3	105.8	3.92	3.95	-0.03	4.11	4.02	+0.09	4.61	4.42	+0.19	3.89	3.98	-0.09	
	5	103.7	5.62	5.39	+0.23	5.51	5.42	+0.09	5.63	5.71	-0.08	5.31	5.62	-0.31	
HIGHLAND ELEM	2	97.1	3.59	3.40	+0.19	3.73	3.45	+0.28	3.84	3.86	-0.02	3.29	3.47	-0.18	
	5	100.2	5.45	5.08	+0.37	5.44	5.12	+0.32	5.38	5.42	-0.04	5.53	5.34	+0.19	
HILLSCALE	2	100.1	3.55	3.59	-0.04	3.54	3.65	-0.11	3.84	4.05	-0.21	3.46	3.64	-0.18	
	5	103.5	5.59	5.37	+0.22	5.63	5.40	+0.23	6.03	5.70	+0.33	5.43	5.61	-0.18	
HOMESTEAD ELEM	5	110.2	6.34	5.96	+0.38	6.35	5.97	+0.38	6.35	6.26	+0.09	6.10	6.14	-0.04	
JARRETTSVILLE ELEM	3	103.5	4.14	3.80	+0.34	4.15	3.87	+0.28	4.46	4.27	+0.19	3.95	3.84	+0.11	
	5	105.2	5.81	5.52	+0.29	5.87	5.54	+0.33	5.87	5.84	+0.03	5.60	5.74	-0.14	
JOPPATOWNE ELEM	2	104.9	4.15	3.89	+0.26	4.39	3.96	+0.42	4.55	4.27	+0.18	4.04	3.93	+0.11	
	5	105.0	6.10	5.50	+0.60	6.06	5.53	+0.53	6.18	5.82	+0.36	5.51	5.73	-0.22	
MAGNOLIA ELEM	3	96.5	3.58	3.36	+0.22	3.64	3.41	+0.23	3.77	3.92	-0.05	3.47	3.43	+0.04	
	5	101.5	5.29	5.20	+0.09	5.17	5.23	-0.06	5.14	5.53	-0.24	5.25	5.44	-0.19	
MEADOWVALE ELEM	3	105.1	3.94	3.91	+0.03	4.01	3.98	+0.03	4.44	4.38	+0.06	3.76	3.94	-0.18	
	5	103.5	5.49	5.37	+0.12	5.55	5.40	+0.15	5.67	5.70	-0.03	5.38	5.61	-0.23	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HARFORD COUNTY (NORRISVILLE - NORTH HARFORD SR JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
NORRISVILLE	K-6	304	18.3	92.6	15.6	1.0	10.6	12.0	42.2	7.3	10.9	9,560
OAKINGTON	K-5	693	18.5	95.8	35.5	2.0	10.7	22.3	26.7	8.9	12.3	8,339
PROSPECT HILL	K-6	496	17.1	96.0	27.0	2.0	6.4	12.5	36.2	11.2	11.9	11,747
RIVERSIDE	K-6	622	19.7	97.2	29.5	2.0	9.2	18.0	25.4	2.8	12.4	12,877
SLATE RIDGE	K-6	257	18.9	95.3	12.6	1.0	7.8	8.0	33.8	9.2	10.9	8,631
WAKEFIELD	K-3	974	21.6	95.2	43.0	2.0	10.9	17.5	20.0	3.7	12.2	13,295
WM PACA OLD POST RD	K-6	1,334	21.5	95.4	58.9	3.0	8.7	17.5	31.5	6.6	11.2	10,554
YOUTHS BENEFIT	K-6	1,202	20.4	96.4	56.0	3.0	7.7	12.0	41.5	2.4	12.2	12,648
ABERDEEN MIDDLE	6-8	1,513	18.7	95.5	78.0	3.0	7.9	17.0	34.6	10.6	12.1	9,407
EDGEWOOD MIDDLE	6-8	985	17.0	94.5	56.0	2.0	8.5	23.0	41.4	7.4	11.8	10,351
HARVE DE GRACE	6-8	880	17.9	93.5	47.0	2.0	9.6	13.0	28.6	11.0	11.2	9,624
ABERDEEN SR HIGH	9-12	1,757	18.1	92.9	93.0	4.0	10.0	19.4	47.4	11.3	12.1	9,410
BEL AIR MIDDLE	7-8	2,078	18.4	96.0	110.0	3.0	8.9	17.3	33.6	6.5	12.1	12,386
BEL AIR SR HIGH	9-12	3,311	18.5	94.6	173.5	5.0	9.9	18.2	46.5	7.5	12.1	12,386
EDGEWOOD SR HIGH	9-12	1,346	17.4	92.6	74.5	3.0	10.4	19.0	45.2	7.7	12.0	10,688
HAVRE DE GRACE SR	9-12	966	17.6	89.7	53.0	2.0	8.1	21.0	36.4	11.9	11.2	9,624
JOPPATOWNE JR SR HIGH	7-12	1,625	18.3	92.3	86.0	3.0	6.0	17.3	28.1	5.0	12.3	12,419
NORTH HARFORD SR JR HIGH	7-12	1,070	19.7	95.4	92.0	3.0	10.1	13.5	41.1	10.1	11.1	9,687

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HARFORD COUNTY (NORRISVILLE ELEMENTARY - NORTH HARFORD SR. JR.)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

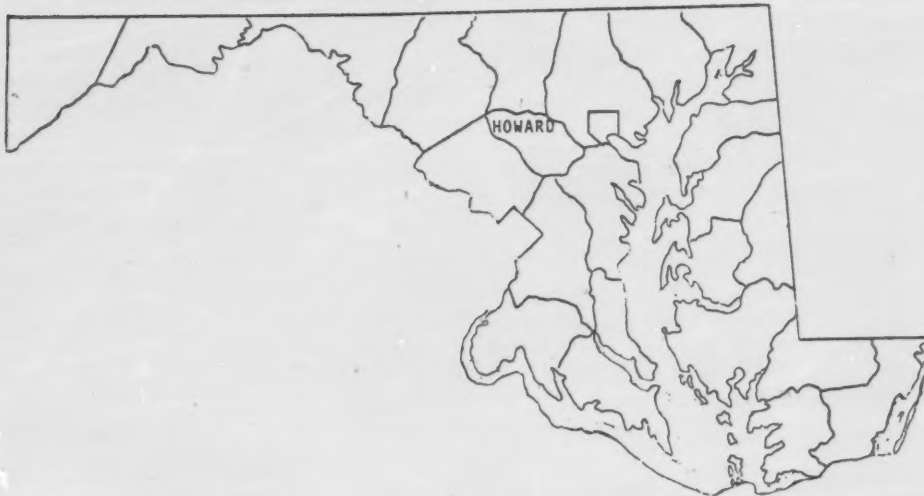
HARFORD COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS													
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	
NORRISVILLE ELEM	3	102.7	4.15	3.75	+0.40	4.30	3.82	+0.48	4.35	4.22	+0.13	3.80	3.80	+0.00	
	5	106.4	5.92	5.62	+0.30	6.00	5.64	+0.36	5.93	5.94	-0.01	5.58	5.64	-0.06	
CAKINETCH ELEM	3	103.5	3.63	3.80	-0.17	3.93	3.87	+0.06	4.36	4.27	+0.09	3.84	3.84	+0.00	
	5	103.6	5.56	5.0	+0.18	5.74	5.41	+0.33	5.84	5.71	+0.13	5.32	5.61	-0.29	
PROSPECT HILL	2	100.2	3.77	3.59	+0.18	3.91	3.65	+0.26	3.88	4.06	-0.18	3.58	3.65	-0.07	
	5	104.0	5.83	5.41	+0.42	5.95	5.44	+0.51	6.04	5.74	+0.30	5.59	5.65	-0.06	
RIVERSIDE	3	107.1	4.27	4.03	+0.24	4.40	4.11	+0.29	4.60	4.51	+0.09	4.11	4.05	+0.06	
	5	109.3	6.10	5.53	+0.57	5.88	5.55	+0.33	6.07	5.85	+0.22	5.76	5.75	+0.01	
SLATE RIDGE ELEM	2	100.0	3.91	3.58	+0.33	4.07	3.64	+0.43	4.03	4.05	-0.02	3.73	3.64	+0.09	
	5	97.5	5.36	4.85	+0.51	5.46	4.89	+0.57	5.57	5.19	+0.38	5.07	5.12	-0.05	
WAKEFIELD ELEM	2	100.4	4.37	4.12	+0.25	4.40	4.20	+0.20	4.59	4.59	+0.00	4.11	4.13	-0.02	
WM PACA OLD POST RD	3	95.9	3.70	3.32	+0.38	3.76	3.37	+0.39	3.65	3.78	-0.13	3.47	3.40	+0.07	
	5	100.5	5.26	5.11	+0.15	5.39	5.14	+0.25	5.32	5.44	-0.12	5.17	5.36	-0.19	
YOUTHS BENEFIT ELEM	3	104.0	4.19	3.84	+0.35	4.27	3.91	+0.36	4.47	4.31	+0.16	3.94	3.87	+0.07	
	5	107.6	6.12	5.73	+0.39	6.29	5.75	+0.54	6.24	6.04	+0.20	5.87	5.93	-0.06	
ABERDEEN MIDDLE	7	103.7	7.14	7.04	+0.10	7.13	7.01	+0.12	7.19	7.19	+0.00	7.24	7.28	-0.04	
EDGEWOOD MIDDLE	7	104.3	7.01	7.11	-0.10	7.18	7.08	+0.10	7.15	7.26	-0.11	7.12	7.34	-0.22	
HARVE DE GRACE MIDDLE	7	101.7	7.27	6.79	+0.48	7.27	6.80	+0.47	7.06	6.97	+0.09	7.16	7.06	+0.10	
ABERDEEN SR HI	9	103.2	8.75	8.37	+0.38	8.74	8.29	+0.45	8.44	8.37	+0.07	8.53	8.48	+0.05	
BEL AIR MIDDLE	7	107.6	7.85	7.51	+0.34	7.80	7.44	+0.36	7.80	7.63	+0.17	7.60	7.71	-0.11	
BEL AIR SR HI	9	109.2	9.64	9.14	+0.50	9.47	9.05	+0.42	9.30	9.04	+0.26	9.45	9.21	+0.24	
EDGEWOOD SR HI	9	102.1	8.64	8.22	+0.42	8.61	8.15	+0.46	8.44	8.25	+0.19	8.67	8.35	+0.32	
HARVE DE GRACE SR	9	102.1	8.59	8.22	+0.37	8.32	8.15	+0.17	8.23	8.25	-0.02	8.06	8.35	-0.29	
JOPPATOWNE JR SR	7	107.1	7.83	7.45	+0.38	7.61	7.39	+0.22	7.69	7.57	+0.12	7.40	7.65	-0.25	
	9	106.1	9.15	8.74	+0.41	9.06	8.65	+0.41	8.82	8.69	+0.13	8.89	8.83	+0.06	
NORTH HARFORD SR JR	7	105.9	7.35	7.30	+0.05	7.43	7.26	+0.17	7.32	7.44	-0.12	7.34	7.52	-0.18	
	9	102.2	8.84	8.24	+0.60	8.64	8.16	+0.48	8.52	8.26	+0.26	8.68	9.16	-0.48	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Howard County



The Changing County

The Howard County Public School System continues to be the most rapidly growing system in the State. Between 1970 and 1975, Howard County's public schools show a 39.4 percent increase in enrollment. In the same period, the State school system's enrollment decreased 2.6 percent. Much of Howard County's increase has been related to the migration of students. During the 1975-76 academic year, 4,641 students moved into and from the County as well as among County schools. Research conducted in 1975-76 shows that those mobile students who were new to the county and enrolled in

grades 3, 5, and 7 for less than one year were lower in achievement as measured by the composite score of the Iowa Tests of Basic Skills and lower in nonverbal cognitive ability as measured by the Cognitive Abilities Test than classmates who were enrolled for two or more years in the county's public schools.

Responsive to the anticipated needs of this mobile population, the staff of the Howard County Public Schools planned and implemented educational strategies for increased individual attention, non-graded classrooms, and team teaching. Further, objective-based instruction is becoming an ongoing process in curriculum and program development. This emphasis is being supported by the development of objective-based tests in reading and mathematics.

Assistance Provided to the Howard County Public Schools
By the Maryland Accountability Program

In Howard County, accountability is viewed as a supplement to the existing county procedures for determining program effectiveness. It is seen as a means of providing information which will assist staff members to teach more efficiently all children and youth to read, to use numbers, and to develop a mastery of the English language. It is from this point of view that the Maryland Accountability Program has assisted Howard County public schools in utilizing a systematic approach in improving the instructional program.

Prior to the implementation of the Maryland Accountability Program, a comprehensive assessment of the instructional program was conducted on a regular basis to determine program effectiveness. The Iowa Tests of Basic Skills was one assessment instrument used in this traditional evaluation program. Data from these tests were compared with similar data collected over the years to assess program effectiveness.

The following data illustrate the academic achievement of students since 1971 as reflected in the composite scores of the Iowa Tests of Basic Skills in grades 3, 5, 7, 8 and 9. Program effectiveness is determined by comparing the county's average composite scores of each grade level with test scores in previous years. An analysis of these data indicates program modifications have been effective. Achievement scores have increased at each of the grade levels tested.

IOWA TESTS OF BASIC SKILLS COMPOSITE SCORES
AS MEASURED IN GRADE EQUIVALENTS

<u>Grade</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>
3	4.0	3.9	4.0	4.2	4.2	4.2
5	5.7	5.8	5.8	6.0	6.1	6.2
7	*	*	7.3	7.6	7.7	7.8
8	8.0	8.2	8.2	*	*	*
9	*	*	*	9.2	9.2	9.3

*Not Tested

With the implementation of accountability testing in 1974, additional program evaluation data have been made available. For the first time, program effectiveness is being assessed with the Iowa Tests of Basic Skills in grades 3, 5, 7, and 9 in each public school in Maryland. The data allow public school staff members to analyze program effectiveness in several unique ways. One method is to compare State average scores with county average scores. This kind of analysis allows staff members to compare program effectiveness of schools within a geographic area.

A second method of analysis deals with school-level data. Individual schools within a public school system are compared, at each grade level tested, to other Maryland schools with similar students in terms of I.Q. With this kind of information, program effectiveness may be examined in greater detail than in earlier years.

A final level of analysis is relating the cost of an instructional program to the effectiveness of that program. The technology of relating cost and effectiveness is in the experimental stage. As meaningful cost-effectiveness formulas are developed, program cost-effectiveness can be determined. This is the ultimate objective of the accountability program.

Comments on Accountability Assessment Results

The 1975-76 accountability data provided by the Maryland Accountability Program indicates the levels at which students are

performing at the time of testing. These data, when analyzed alone, do not indicate growth in academic achievement; consequently, the 1975-76 data were compared with accountability data collected over the past three years so that academic progress within and across grades could be determined. It is from this point of view that the following analysis is made.

. Within Grades

This analysis indicates that, when comparing the 1975-76 Iowa Test results with Iowa baseline data in 1973-74, student achievement levels as measured in grade equivalents have increased in 15 of the 16 subtests assessed in grades 3, 5, 7, and 9. In one subtest no change was detected.

Grade 3

With 1973-74 test scores as baseline, County mean scores increased from 4.1 to 4.2 (one month) in Vocabulary, increased from 4.1 to 4.2 (one month) in Reading, increased from 4.5 to 4.6 (one month) in Total Language Skills, and increased from 4.0 to 4.1 (one month) in Total Arithmetic Skills while general nonverbal ability levels did not change significantly (107.6 to 107.9).

Grade 5

With 1973-74 test scores as baseline, County mean scores increased from 5.9 to 6.1 (two months) in Vocabulary, increased from 5.9 to 6.1 (two months) in Reading, increased from 6.1 to 6.3 (two months) in Total Language Skills, and increased from 6.0 to 6.2 (two months) in Total Arithmetic Skills while general nonverbal ability increased 2.8 units (106.8 to 109.6).

Grade 7

With 1973-74 test scores as baseline, County mean scores increased from 7.6 to 7.8 (two months) in Vocabulary, increased from 7.5 to 7.7 (two months) in Reading, increased from 7.6 to 7.7 (one month) in Total Language Skills, and increased from 7.6 to 7.8 (two months) in Total Arithmetic Skills while general nonverbal ability levels increased 2.4 units (105.8 to 108.2).

Grade 9

With 1973-74 test scores as baseline, County mean scores did not change in Vocabulary (9.3 to 9.3), increased from 9.2 to 9.3 (one month) in Reading, increased from 9.1 to 9.2 (one month) in Total Arithmetic Skills while general nonverbal ability levels increased 3.4 units (106.5 to 109.9).

• Across Grades

This analysis indicates that student achievement levels as measured in grade equivalents and percentile ranks are above the national norms in grades 3, 5, and 7.

Grade 3

The mean Iowa composite score of Howard County students tested in the eighth month of instruction is 4.2 grade equivalents. This County mean composite score is well above the national norm by approximately four months.

Grade 5

The mean Iowa composite score of Howard County students tested in the eighth month of instruction is 6.2 grade equivalents. This County mean composite score is well above the national norm by approximately four months.

Grade 7

The mean Iowa composite score of Howard County students tested in the seventh month of instruction is 7.8 grade equivalents. This County mean composite score is above the national norm by approximately one month.

Grade 9

The mean Iowa composite score of students tested in the seventh month of instruction is 9.3 grade equivalents. This County mean score is below the national norm of 9.4 by approximately one month.

Locally Initiated Evaluative Efforts

Howard County's assessment activities are directed at the development and implementation of an objective-based testing evaluation system in reading and mathematics for students enrolled in grades K-8. Test items are based on the objectives formulated during 1973-74 by committees of teachers, principals, and supervisors and implemented during 1974-75. During 1975-76, test items and formats were field-tested. This evaluation system is currently being implemented. The intent of the system is to assess, prior to and during the instructional process, the skills in mathematics and reading which a student is unable to perform. Once this information is gathered, the student is placed at the proper step in an instructional sequence. Learning is measured in terms of the new skills a student can perform at the end of the academic year.

The objective-based evaluation systems in reading and mathematics will identify the specific skills a student needs to master while there is still time left in the academic year to teach skills. This characteristic is not available in the norm-referenced measures emphasized in the Maryland Accountability Program.

Program Modification

Since accountability will place increased emphasis on student learning outcomes, instructional models are being refined that will provide more frequent feedback of learning outcomes to administrators, supervisors, and teachers during the instructional process. Secondly, during the past two years, innovative instructional programs funded with local monies, with Quality Improvement Project monies, with Title III monies, or with Title IV monies were designed to accelerate the rate at which students learn basic skills in mathematics and reading. One of these innovative projects dealt with providing additional resources to a school population identified as having an obtained reading score significantly below those Maryland schools with similar students. Other projects dealt with arithmetic concepts, and the accelerated rate at which gifted and talented students acquire basic skills. Finally, objective-based tests are in various states of development in mathematics, reading, and writing. These assessment measures are designed to reveal the specific skills which students have not attained. With this kind of exact information, teachers will place increasing emphasis on those individual skills which students have not mastered.

Unmet Needs in Respect to Implementing the Maryland Accountability Program

The local educational agencies in Maryland have developed and implemented diverse curricula and programs. Yet, the Maryland Accountability Program deals only with reading, language arts, and mathematics in grades 3, 5, 7, and 9. Programs in the sciences, social sciences, and the arts are not considered. Nor are the skill and trade programs, the programs for exceptional children, or countless other programs which should be considered as part of any comprehensive accountability plan.

A comprehensive process evaluation is needed to identify the critical elements within those programs that have been identified as superior in the Maryland Accountability Program reports.

Financial resources are needed to retrain staff members, provide differentiated staffing, and develop support systems directed toward increasing student learning rates.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
89,500	\$15,702	5.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.4	12.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
24,035	\$13,154	\$21,696	8.0	18.4

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
36.5%	18.4	94.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,294.05	\$928.89	71.8%	\$29.06

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.3%	\$7.89	0.6%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

HOWARD COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,836	97.60	24	107.9	15.76	4.20	1.13
	5	1,901	97.69	24	109.6	14.79	6.13	1.53
	7	2,006	98.26	10	108.2	14.80	7.76	1.76
	9	1,937	88.13	6	109.9	15.52	9.31	1.83
(2) READING COMPRE- HENSION (ITBS)	3	1,836	97.60	24	107.9	15.76	4.21	1.28
	5	1,901	97.69	24	109.6	14.79	6.09	1.55
	7	2,006	98.26	10	108.2	14.80	7.68	1.66
	9	1,937	88.13	6	109.9	15.52	9.30	1.71
(3) SPELLING (ITBS)	3	1,836	97.60	24	107.9	15.76	4.72	1.32
	5	1,901	97.69	24	109.6	14.79	6.32	1.70
	7	2,006	98.26	10	108.2	14.80	7.60	2.06
	9	1,937	88.13	6	109.9	15.52	9.07	2.16
(4) CAPITAL- IZATION (ITBS)	3	1,836	97.60	24	107.9	15.76	4.50	1.28
	5	1,901	97.69	24	109.6	14.79	6.38	1.65
	7	2,006	98.26	10	108.2	14.80	7.89	2.03
	9	1,937	88.13	6	109.9	15.52	9.41	2.18
(5) PUNCTUATION (ITBS)	3	1,836	97.60	24	107.9	15.76	4.65	1.45
	5	1,901	97.69	24	109.6	14.79	6.24	1.66
	7	2,006	98.26	10	108.2	14.80	7.75	1.97
	9	1,937	88.13	6	109.9	15.52	9.22	2.11

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE +
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,836	97.60	24	107.9	15.76	4.35	1.39
	5	1,901	97.69	24	109.6	14.79	6.32	1.70
	7	2,006	98.26	10	108.2	14.80	7.70	2.04
	9	1,937	88.13	6	109.9	15.52	9.24	2.14
(7) LANGUAGE TOTAL (ITBS)	3	1,836	97.60	24	107.9	15.76	4.55	1.21
	5	1,901	97.69	24	109.6	14.79	6.31	1.50
	7	2,006	98.26	10	108.2	14.80	7.73	1.78
	9	1,937	88.13	6	109.9	15.52	9.23	1.91
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,836	97.60	24	107.9	15.76	4.10	0.99
	5	1,901	97.69	24	109.6	14.79	6.43	1.55
	7	2,006	98.26	10	108.2	14.80	7.93	1.71
	9	1,937	88.13	6	109.9	15.52	9.36	1.89
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,836	97.60	24	107.9	15.76	3.99	1.08
	5	1,901	97.69	24	109.6	14.79	6.03	1.35
	7	2,006	98.26	10	108.2	14.80	7.64	1.64
	9	1,937	88.13	6	109.9	15.52	9.06	1.74
(10) MATHEMATICAL TOTAL (ITBS)	3	1,836	97.60	24	107.9	15.76	4.05	0.98
	5	1,901	97.69	24	109.6	14.79	6.23	1.38
	7	2,006	98.26	10	108.2	14.80	7.78	1.58
	9	1,937	88.13	6	109.9	15.52	9.21	1.71

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES #)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	107.6	108.1	107.9
	5	106.8	107.9	109.6
	7	105.8	106.1	108.2
	9	106.5	107.3	109.9
VOCABULARY (ITBS)	3	4.10	4.15	4.20
	5	5.93	6.11	6.13
	7	7.60	7.72	7.76
	9	9.25	9.24	9.31
READING COMPREHENSION (ITBS)	3	4.14	4.17	4.21
	5	5.89	5.98	6.09
	7	7.53	7.59	7.68
	9	9.15	9.14	9.30
LANGUAGE TOTAL (ITBS)	3	4.46	4.50	4.55
	5	6.08	6.23	6.31
	7	7.57	7.65	7.73
	9	9.12	9.13	9.23
MATHEMATICAL TOTAL (ITBS)	3	3.97	4.01	4.05
	5	5.96	6.10	6.23
	7	7.62	7.66	7.78
	9	9.10	9.04	9.21

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

HOWARD COUNTY (ATHOLTON - STEVENS FOREST)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
										PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)				
ATHOLTON	K-5	591	22.7	95.9	24.0	2.0	7.5	19.3	19.2	0.8	12.6	15,679
BRYANT WOODS	K-5	453	21.1	96.0	19.5	2.0	8.1	14.0	23.3	1.1	14.6	15,217
CENTENNIAL LANE	K-5	398	20.9	97.6	17.0	2.0	8.1	17.0	31.6	4.2	12.3	14,695
CLARKSVILLE	K-5	537	21.9	94.2	22.5	2.0	10.3	16.8	40.8	1.2	12.3	15,300
ELKRIDGE	K-5	481	21.9	95.1	20.0	2.0	7.7	21.5	40.9	4.6	11.6	11,385
FAULKNER RIDGE	K-5	462	22.0	97.2	19.0	2.0	8.2	17.5	38.1	0.0	14.1	15,293
GUILFORD	K-5	253	14.9	96.1	15.0	2.0	6.8	19.5	47.1	7.5	11.8	11,028
HAMMOND	K-5	367	19.8	95.5	16.5	2.0	11.5	16.1	48.6	6.0	12.2	13,775
JEFFERS HILL	K-5	494	22.8	96.0	19.7	2.0	4.8	10.3	36.9	NA	NA	NA
LISBON	K-5	521	20.8	96.2	23.0	2.0	11.3	10.5	28.0	9.1	11.9	11,415
LONGFELLOW	K-5	492	22.4	97.2	20.0	2.0	6.8	15.0	40.9	0.0	14.8	15,197
NORTHFIELD	K-5	434	15.5	96.3	26.0	2.0	7.9	28.5	28.6	3.3	12.3	14,585
PHELPS LUCK	K-5	494	23.5	96.6	19.0	2.0	5.7	17.5	28.6	1.4	12.5	13,948
ROCKLAND	K-5	423	16.6	96.3	23.5	2.0	8.8	19.5	41.2	12.8	12.1	13,437
RUNNING BROOK	K-5	387	20.9	97.0	16.5	2.0	6.6	10.0	35.1	1.0	14.8	15,197
ST JOHNS LANE	K-5	456	20.3	97.3	20.5	2.0	12.2	25.0	26.7	NA	NA	NA
STEVENS FOREST	K-5	522	21.7	95.3	22.0	2.0	4.7	17.0	29.2	3.6	12.7	15,668

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HOWARD COUNTY (ATHOLTON - STEVENS FOREST)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

HOWARD COUNTY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-
		SAS	SE	NCRM	ENCE	SE	NCRM	ENCE	SE	NCRM	ENCE	SE	NCRM	ENCE
ATHOLTON	3	112.5	4.32	4.40	-.08	4.62	4.49	+.13	4.78	4.89	-.11	4.42	4.40	+.02
	5	111.7	6.58	6.09	+.49	6.56	6.09	+.47	6.67	6.39	+.28	6.62	6.26	+.36
BRYANT WOODS	3	110.4	4.30	4.24	+.06	4.56	4.33	+.23	4.54	4.73	-.17	4.10	4.25	-.15
	5	112.1	6.49	6.12	+.37	6.56	6.13	+.43	6.65	6.42	+.23	6.34	6.29	+.05
CENTENNIAL LANE	3	110.7	4.47	4.26	+.21	4.49	4.35	+.14	4.93	4.74	+.19	4.30	4.27	+.03
	5	114.9	6.40	6.37	+.03	6.32	6.36	-.04	6.33	6.66	-.33	6.41	6.52	-.11
CLARKSVILLE	3	108.9	4.05	4.15	-.10	4.14	4.23	-.09	4.35	4.63	-.28	3.88	4.16	-.28
	5	110.6	6.27	5.99	+.28	6.07	6.00	+.07	6.35	6.29	+.06	6.37	6.17	+.20
ELKRIDGE	3	106.5	3.62	3.99	-.37	3.68	4.07	-.39	4.10	4.47	-.37	3.75	4.02	-.27
	5	103.9	5.31	5.40	-.09	5.43	5.43	+.00	5.80	5.73	+.07	5.58	5.64	-.06
FAULKNER RIDGE	3	107.3	4.67	4.05	+.62	4.50	4.12	+.38	5.22	4.52	+.70	4.48	4.07	+.41
	5	111.2	6.75	6.04	+.71	6.80	6.05	+.75	7.06	6.35	+.71	6.89	6.22	+.67
GUILFORD	3	100.3	4.29	3.60	+.69	3.65	3.66	-.01	4.71	4.06	+.65	3.58	3.66	-.08
	5	99.4	4.72	5.01	-.29	4.58	5.05	-.47	4.95	5.25	-.40	5.00	5.28	-.28
HAMMOND	3	109.2	4.71	4.17	+.54	4.57	4.25	+.32	5.14	4.65	+.49	4.51	4.18	+.33
	5	110.2	6.75	5.96	+.79	6.10	5.97	+.13	6.93	6.26	+.67	7.18	6.14	+1.04
JEFFERS HILL	3	110.5	4.31	4.25	+.06	4.34	4.33	+.01	4.37	4.73	-.36	3.96	4.25	-.29
	5	106.7	5.82	5.65	+.17	5.69	5.67	+.02	5.69	5.97	-.28	5.36	5.86	-.50
LISBON	3	96.4	3.72	3.35	+.37	3.70	3.40	+.30	4.05	3.81	+.24	3.54	3.43	+.11
	5	104.5	5.74	5.46	+.28	5.70	5.48	+.22	6.00	5.78	+.22	5.88	5.69	+.19
LONGFELLOW	3	109.2	4.22	4.17	+.06	4.28	4.25	+.03	4.52	4.65	-.13	3.98	4.18	-.20
	5	114.1	6.65	6.30	+.35	6.56	6.30	+.26	6.57	6.59	-.02	6.43	6.46	-.03
NORTHFIELD	3	111.7	4.52	4.33	+.19	4.55	4.41	+.14	5.21	4.81	+.40	4.35	4.32	+.03
	5	112.4	6.22	6.15	+.07	6.26	6.15	+.11	6.48	6.45	+.03	6.45	6.32	+.13
PHELPS LUCK	3	110.6	4.50	4.26	+.24	4.58	4.34	+.24	4.72	4.74	-.02	4.08	4.26	-.18
	5	112.8	6.43	6.27	+.16	6.32	6.27	+.05	6.51	6.56	-.05	6.32	6.43	-.11
ROCKLAND	3	107.8	4.18	4.08	+.10	4.15	4.16	-.01	4.63	4.56	+.07	4.24	4.10	+.14
	5	106.8	5.52	5.66	-.14	5.85	5.68	+.17	5.65	5.97	-.22	6.32	5.87	+.45
RUNNING BROCK	3	112.1	4.63	4.35	+.28	4.72	4.44	+.28	5.40	4.84	+.56	4.84	4.35	+.49
	5	115.0	6.38	6.37	+.01	6.36	6.37	-.01	6.49	6.67	-.18	6.36	6.53	-.17
ST JOHN'S LANE	3	113.8	4.27	4.46	-.19	4.42	4.55	-.13	4.79	4.95	-.16	4.27	4.45	-.18
	5	112.0	6.22	6.11	+.11	6.32	6.12	+.20	6.71	6.41	+.30	6.48	6.29	+.19
STEVEN'S FOREST	3	113.4	4.37	4.43	-.06	4.37	4.52	-.15	4.71	4.92	-.21	4.09	4.42	-.33
	5	112.6	6.43	6.16	+.27	6.41	6.17	+.24	6.44	6.46	-.02	6.63	6.33	+.30

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HOWARD COUNTY (SWANSFIELD - GLENELG HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
SWANSFIELD	K-5	457	20.3	96.6	20.5	2.0	5.3	16.0	40.0	0.0	13.1	15,420
TALBOTT SPRINGS	K-5	594	22.8	96.3	24.0	2.0	5.9	12.5	26.9	2.0	12.6	14,338
THUNDER HILL	K-5	458	20.8	97.8	20.0	2.0	6.5	20.5	22.7	1.4	12.5	13,948
WATERLOO	P-5	294	15.5	95.4	17.0	2.0	7.6	24.5	26.3	4.6	12.1	12,649
WEST FRIENDSHIP	K-5	564	20.5	96.4	25.5	2.0	6.1	14.7	40.0	5.2	12.1	12,479
WHISKEY BOTTOM ROAD	K-5	521	24.8	95.3	20.0	1.0	7.9	19.0	28.6	8.8	11.7	10,346
WORTHINGTON ELEMENTARY	NO RESOURCE DATA AS OF 9/75											
CLARKSVILLE MIDDLE	6-8	452	17.4	96.2	24.0	2.0	9.5	22.0	42.3	0.8	12.3	15,387
DUNLOGGIN MIDDLE	6-8	629	19.7	96.8	30.0	2.0	6.4	20.7	46.9	3.4	12.3	14,689
ELLICOTT CITY MIDDLE	6-8	603	19.5	95.9	29.0	2.0	5.9	24.5	22.6	6.3	12.2	12,705
GLENWOOD MIDDLE	6-8	779	21.1	95.4	35.0	2.0	9.5	15.0	24.3	7.3	12.0	12,348
HAMMOND MIDDLE	6-8	541	17.7	95.5	28.5	2.0	5.6	16.0	27.5	5.6	12.3	12,767
HARPERS CHOICE MIDDLE	6-8	508	20.3	95.9	23.0	2.0	6.7	24.5	32.0	0.8	14.3	15,258
OAKLAND HILLS MIDDLE	6-8	705	20.1	95.3	33.0	2.0	7.2	23.6	42.9	1.4	12.5	14,726
PATAPSCO MIDDLE	6-8	574	16.4	96.5	33.0	2.0	7.5	15.0	34.3	7.8	12.2	14,855
WATERLOO MIDDLE	6-8	644	19.2	94.0	31.5	2.0	7.0	14.5	41.8	5.2	11.7	11,359
WILDE LAKE	6-8	590	19.7	95.6	28.0	2.0	7.1	24.5	40.0	1.1	14.6	15,220
ATHOLTON HIGH	9-12	1,139	20.3	91.6	54.0	2.0	9.5	16.3	48.2	6.0	12.2	12,813
GLENELG HIGH	9-12	1,011	20.0	92.9	47.5	3.0	10.8	17.8	38.6	7.0	12.1	12,563

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HOWARD COUNTY (SWANSFIELD - GLENELG HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD ACE SCORES*

HOWARD COUNTY
SCHOOL SYSTEM

		SKILL AREAS												
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-
		SAS	GE	LAND NORM	ENCE	GE	LAND NORM	ENCE	GE	LAND NORM	ENCE	GE	LAND NORM	ENCE
SWANSFIELD	3	105.1	4.26	3.91	+0.35	3.85	3.98	-0.13	4.69	4.28	+0.41	4.06	3.94	+0.12
	5	112.0	6.48	6.11	+0.37	6.40	6.12	+0.28	6.76	6.41	+0.35	6.40	6.29	+0.11
TALBOTTY SPRINGS	3	107.0	4.16	4.03	+0.13	3.88	4.10	-0.22	4.36	4.50	-0.14	3.78	4.05	-0.27
	5	107.2	6.30	5.59	+0.61	6.25	5.71	+0.54	6.43	6.01	+0.42	6.18	5.90	+0.28
THUNDER HILL	3	112.1	4.50	4.35	+0.15	4.56	4.44	+0.12	4.54	4.84	-0.30	4.22	4.35	-0.13
	5	112.7	6.80	6.17	+0.63	6.68	6.18	+0.50	6.94	6.47	+0.47	6.68	6.34	+0.34
WATERLOO	3	105.5	4.15	3.93	+0.22	4.36	4.00	+0.36	4.40	4.40	+0.00	4.08	3.96	+0.12
	5	108.2	5.73	5.78	-0.05	5.73	5.80	-0.07	5.84	6.09	-0.25	5.73	5.98	-0.25
WEST FRIENDSHIP	3	101.7	4.03	3.69	+0.34	3.97	3.75	+0.22	4.31	4.16	+0.15	3.79	3.74	+0.05
	5	108.6	6.02	5.82	+0.20	6.00	5.83	+0.17	6.47	6.13	+0.34	6.20	6.01	+0.19
WHISKEY BOTTOM ROAD	3	102.0	3.33	3.71	-0.38	3.51	3.77	-0.26	3.61	4.18	-0.57	3.46	3.76	-0.30
	5	103.6	5.00	5.38	-0.38	4.67	5.41	-0.74	4.85	5.71	-0.86	5.20	5.61	-0.41
WORTHINGTON ELEM	3	102.3	3.59	3.78	-0.20	3.42	3.84	-0.44	3.73	4.26	-0.53	3.64	3.83	-0.19
	5	101.1	5.52	5.16	+0.36	5.64	5.20	+0.44	6.10	5.49	+0.61	5.90	5.41	+0.49
CLARKSVILLE MIDDLE	7	110.1	8.09	7.81	+0.28	7.70	7.72	-0.02	7.71	7.91	-0.20	7.93	7.98	-0.05
DUNLOGGIN MIDDLE	7	109.8	7.92	7.78	+0.14	7.85	7.68	+0.17	8.10	7.88	+0.22	8.11	7.95	+0.16
ELLICOTT CITY MIDDLE	7	106.4	7.58	7.36	+0.22	7.50	7.31	+0.19	7.64	7.50	+0.14	7.32	7.57	-0.25
GLENWOOD MIDDLE	7	107.6	7.51	7.51	+0.00	7.57	7.44	+0.13	7.65	7.63	+0.02	7.56	7.71	-0.15
HAMMOND MIDDLE	7	109.2	7.81	7.72	+0.09	7.80	7.63	+0.17	7.82	7.82	+0.00	7.66	7.89	-0.23
HARPERS CHOICE MIDDLE	7	111.1	8.11	7.94	+0.17	8.01	7.82	+0.19	7.89	8.02	-0.13	8.01	8.09	-0.08
OAKLAND HILLS MIDDLE	7	110.0	8.18	7.80	+0.38	8.14	7.70	+0.44	8.12	7.90	+0.22	8.17	7.97	+0.20
PATAPSCO MIDDLE	7	108.1	7.74	7.57	+0.17	7.60	7.50	+0.10	7.80	7.69	+0.11	7.81	7.76	+0.05
WATERLOO MIDDLE	7	101.1	6.74	6.72	+0.02	6.86	6.73	+0.13	6.62	6.90	-0.28	6.93	6.99	-0.06
WILDE LAKE	7	110.1	8.08	7.81	+0.27	7.85	7.72	+0.13	7.88	7.91	-0.03	8.06	7.98	+0.08
ATHOLTON HI	9	108.1	9.10	9.00	+0.10	9.14	8.91	+0.23	8.87	8.92	-0.05	8.87	9.08	-0.21
GLENELG HI	9	108.2	9.23	9.01	+0.22	9.11	8.92	+0.19	9.03	8.93	+0.10	9.07	9.09	-0.02

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HOWARD COUNTY (HOWARD HIGH - WILDE LAKE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
HOWARD HIGH	9-12	1,285	20.4	92.0	59.0	4.0	13.0	17.3	52.4	5.9	12.0	11,881
MT HEBRON	9-12	1,391	20.8	94.0	64.0	3.0	8.7	14.8	53.0	7.2	12.3	14,810
OAKLAND MILLS HIGH	9-12	1,055	20.3	93.5	49.0	3.0	8.0	19.5	57.7	0.9	12.6	15,195
WILDE LAKE	9-12	1,151	18.7	90.4	58.5	3.0	7.6	16.8	46.3	2.2	13.3	15,079

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HOWARD COUNTY (HOWARD HIGH - WILDE LAKE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

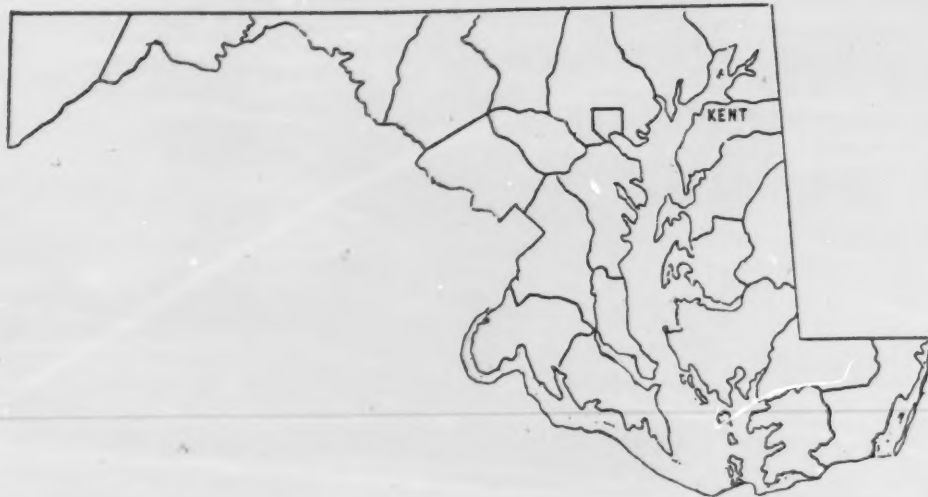
HOWARD COUNTY
SCHOOL SYSTEM

SCHOOL NAME	SKILL AREAS													
	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
	GRADE	AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
	SAS	SE				SE			SE			SE		
HOWARD HI	9	108.6	8.97	9.06	-.09	9.06	8.97	+.09	9.07	8.97	+.10	9.02	9.14	-.12
MT PEBRON	9	111.4	9.43	9.42	+.01	9.47	9.32	+.15	9.62	9.28	+.34	9.53	9.48	+.05
OAKLAND HILLS HI	9	111.1	9.59	9.39	+.20	9.56	9.29	+.27	9.45	9.25	+.20	9.44	9.44	+.00
WILDE LAKE	9	111.9	9.58	9.49	+.09	9.48	9.39	+.07	9.29	9.34	-.05	9.25	9.54	-.29

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Kent County



Present Status of the Accountability Program

For the third year, the professional educators of Kent County have devoted much time to the establishment of goals and objectives for the students in the county. These educators believe that goal-setting is a meaningful avenue for serving students and their educational needs. At present the county is encouraged by the results of these efforts.

Once again Kent County teachers met to reassess their goals for Year III of the accountability program. The supervisors, principals, and teachers involved established learning goals for each grade level. Activities in school classrooms were implemented to insure that students met these goals.

Because of these continuing activities, each teacher in Kent County is aware of and sensitive to the goals and objectives for students at each grade level. These meetings were held in the belief that the goals of the accountability program are best met when teachers have a broad perspective of systemwide goals; for example, fifth-grade teachers are acquainted with the goals and objectives that had been set for their students as fourth-graders. This gives the teacher a viewpoint from which to appraise the skills each fifth-grader brings to his classroom in September. Teachers are also very aware of the goals their students are to achieve in fifth grade. Curriculum, learning materials, and lesson plans are designed to meet these goals. In addition, it is believed that the teachers should know what will be expected of the students in the ensuing years. Thus, fifth-grade teachers know what learning skills will be expected of their students as they enter the sixth grade and what skills will be expected in subsequent years.

This broad vantage point has enabled county educators to better understand the state's accountability goals, to relate these goals to the needs of students on all grade levels, and to adapt their teaching and curriculum to meet these goals. It is extremely important that professional educators view their classroom teaching in light of the impact on children's learning in the years before, during, and after individual contact with them. In addition, an understanding of the interrelationship between grade level, school level, and system-wide goals and objectives is emphasized in Kent County.

Local Assessment Activities

The setting of learning goals and objectives is not a static process. These goals and objectives are continuously examined and revised, as the present technological society demands increased learning skills. Consequently, in this third year of accountability, additional steps have been taken to provide appropriate and meaningful education for the student.

The results of each particular test question on the Iowa Test of Basic Skills were analyzed to provide further information on student achievement with respect to the learning goals and objectives. This statistical review of test results shows that the present curriculum seems to be appropriate for the goals and objectives that have been set. However, further refinements are being made in the curriculum and learning materials as educational goals become increasingly more specific.

In addition to the Maryland Accountability Program, other tests are administered to all elementary students. Assessment in kindergarten to grade 4 is conducted under the Elementary and Secondary Education Act (ESEA), Title I program. This testing helps to identify specific learning difficulties in elementary-school children, and curriculum is specialized to meet these needs. Early identification of learning difficulties, combined with early action, is essential to the successful education of students. The results of the Title I program serve as an avenue by which educational specialists treat learning disabilities.

Another county-wide program that helps in meeting goals and objectives, is the Early Identification Program. Mothers of kindergarten children are interviewed individually when their child enters school for the first time. The information provided by each mother is combined with teacher-observations for the purpose of determining the abilities of each child as he or she enters the kindergarten program. Adjustments in teacher materials, educational programs, and curricula are then made

Each of these programs, in addition to other county-wide testing programs, assists the educators of Kent County in setting and refining goals and objectives, and helps to achieve state-wide goals. Awareness of state-wide goals, information about future Kent County school populations and detailed testing and evaluation of students' educational needs combine to produce quality education in Kent County.

Comments on Accountability Results

For the third straight year, it was obvious that the students in Kent County schools learned the basic skills measured by the tests at or above the expected rate for Maryland students of similar ability. Also, this past year as in the previous year, Kent County students increased the total number of correct answers on the tests.

The ninth-grade students at Kent County High School provided what is considered to be an especially significant measure of the efficacy of the philosophy, goals and educational objectives of the Kent County Board of Education, administrators, and teachers. Their scores placed them among the top two percent of all Maryland students of similar ability in all of the areas measured: Vocabulary, Reading Comprehension, Language Skills, and Mathematics. In vocabulary and language skills, the Kent County ninth-grade students exceeded the Maryland average by one full year or more. In reading, our students were over nine months ahead, and, in mathematics, over six months above the average for Maryland.

All of the averages for the Kent County third grades exceeded the Maryland norms. In nine instances, students at this level scored among the top two percent on the basic sub-tests. It was often found that Kent County third-grade students were seven months to one year above other Maryland third-graders of similar ability.

The middle-school averages were characterized by consistent growth, marked strength in language skills and many instances of class sub-test averages three months to one year above the expected Maryland norm.

In summary, the Kent County students in grades 3, 5, 7, and 9 performed in a superior manner in the third year of Maryland's accountability program. The accomplishment as measured by the tests of basic skills reaffirm the quality of teaching, curriculum, and educational organization provided in the schools of Kent County.

Program Modification Activities

As a result of accountability testing and the utilization of the item analysis, several activities for program modifications were initiated. These include the following:

- . Staff development in mathematics, grades K-8;
- . Staff development in language arts for grades K-12;
- . Staff development and review of the current middle-school reading program;
- . Remedial reading for students in the ninth grade who showed marked deficiencies;
- . Utilization of new supplementary materials in mathematics and reading in the elementary schools;
- . The adoption and phasing in of a new spelling program for grades K-8; and
- . The adoption of new basal readers for grades K-8.

Unmet Needs for Resources to Permit Improvement of Programs and Services

Careful analysis of the Iowa Test of Basic Skills is needed to identify reasons why state-wide growth, as evidenced by the test scores, is limited at the seventh and ninth grades. Certainly, the population used for the test may have a bearing on this matter and should be investigated.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.†

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
16,700	\$8,668	18.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
3,600	\$11,128	\$17,893	8.6	17.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
22.1%	17.4	96.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,225.74	\$832.19	67.9%	\$27.63

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.3%	\$12.28	1.0%

† SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

KENT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	237	93.67	5	100.5	15.24	4.22	1.06
	5	267	97.75	3	99.7	16.89	5.19	1.55
	7	326	94.79	3	101.9	14.08	6.70	1.76
	9	339	83.78	1	96.6	20.00	8.51	1.87
(2) READING COMPRE- HENSION (ITBS)	3	237	93.67	5	100.5	15.24	4.24	1.12
	5	267	97.75	3	99.7	16.89	5.28	1.54
	7	326	94.79	3	101.9	14.08	6.99	1.57
	9	339	83.78	1	96.6	20.00	8.42	1.91
(3) SPELLING (ITBS)	3	237	93.67	5	100.5	15.24	4.87	1.04
	5	267	97.75	3	99.7	16.89	5.67	1.76
	7	326	94.79	3	101.9	14.08	7.47	1.90
	9	339	83.78	1	96.6	20.00	8.92	2.03
(4) CAPITAL- IZATION (ITBS)	3	237	93.67	5	100.5	15.24	5.12	1.09
	5	267	97.75	3	99.7	16.89	5.67	1.80
	7	326	94.79	3	101.9	14.08	8.03	2.06
	9	339	83.78	1	96.6	20.00	9.11	1.98
(5) PUNCTUATION (ITBS)	3	237	93.67	5	100.5	15.24	5.59	1.05
	5	267	97.75	3	99.7	16.89	5.85	1.74
	7	326	94.79	3	101.9	14.08	7.71	1.94
	9	339	83.78	1	96.6	20.00	8.65	1.97

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	237	93.67	5	100.5	15.24	4.65	1.13
	5	267	97.75	3	99.7	16.89	5.42	1.86
	7	326	94.79	3	101.9	14.08	7.46	2.10
	9	339	83.78	1	96.6	20.00	8.44	2.23
(7) LANGUAGE TOTAL (ITBS)	3	237	93.67	5	100.5	15.24	5.05	0.95
	5	267	97.75	3	99.7	16.89	5.65	1.61
	7	326	94.79	3	101.9	14.08	7.67	1.77
	9	339	83.78	1	96.6	20.00	8.78	1.78
(8) MATHEMATICAL CONCEPTS (ITBS)	3	237	93.67	5	100.5	15.24	4.17	0.90
	5	267	97.75	3	99.7	16.89	5.50	1.37
	7	326	94.79	3	101.9	14.08	7.14	1.54
	9	339	83.78	1	96.6	20.00	8.34	1.78
(9) MATHEMATICAL PROBLEMS (ITBS)	3	237	93.67	5	100.5	15.24	4.14	0.97
	5	267	97.75	3	99.7	16.89	5.47	1.26
	7	326	94.79	3	101.9	14.08	6.77	1.58
	9	339	83.78	1	96.6	20.00	8.36	1.82
(10) MATHEMATICAL TOTAL (ITBS)	3	237	93.67	5	100.5	15.24	4.15	0.87
	5	267	97.75	3	99.7	16.89	5.48	1.22
	7	326	94.79	3	101.9	14.08	6.95	1.45
	9	339	83.78	1	96.6	20.00	8.35	1.67

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

KENT COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	96.5	97.6	100.5
	5	99.1	99.0	99.7
	7	95.2	98.9	101.9
	9	99.0	98.5	96.6
VOCABULARY (ITBS)	3	4.00	4.15	4.22
	5	5.37	5.14	5.19
	7	7.73	5.87	6.70
	9	9.84	8.51	8.51
READING COMPREHENSION (ITBS)	3	4.08	4.13	4.24
	5	5.26	5.28	5.28
	7	7.38	6.85	6.99
	9	8.39	8.43	8.42
LANGUAGE TOTAL (ITBS)	3	4.45	4.92	5.05
	5	5.76	5.60	5.65
	7	8.03	7.22	7.67
	9	8.62	8.76	8.78
MATHEMATICAL TOTAL (ITBS)	3	3.79	3.89	4.15
	5	5.36	5.47	5.48
	7	7.22	6.95	6.95
	9	8.55	8.46	8.35

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

KENT COUNTY (CHESTERTOWN - KENT COUNTY HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
CHESTERTOWN	K-4	334	18.5	97.0	17.0	1.0	9.3	7.0	16.7	9.8	11.6	9,155
MILLINGTON	K-4	188	15.7	96.0	11.0	1.0	8.3	11.0	16.7	25.9	10.9	7,473
ROCK HALL	K-4	192	16.0	96.0	10.0	2.0	9.4	27.0	41.7	22.1	10.2	6,194
WORTON	K-4	375	17.9	98.0	19.0	2.0	7.8	18.5	19.0	18.2	11.1	7,491
CHESTERTOWN MIDDLE	5-8	718	19.4	96.0	35.0	2.0	7.8	11.7	21.6	14.7	11.4	8,306
GALENA	K-8	358	17.0	96.0	19.0	2.0	7.4	23.5	9.5	23.4	11.1	7,272
ROCK HALL SR MIDDLE	5-8	214	14.3	96.0	13.0	2.0	9.5	25.5	26.7	23.0	10.2	6,331
KENT COUNTY HIGH	9-12	1,221	20.2	94.0	56.3	4.0	9.4	12.7	24.9	18.9	11.0	7,636

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

KENT COUNTY (CHESTERTOWN - KENT COUNTY HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

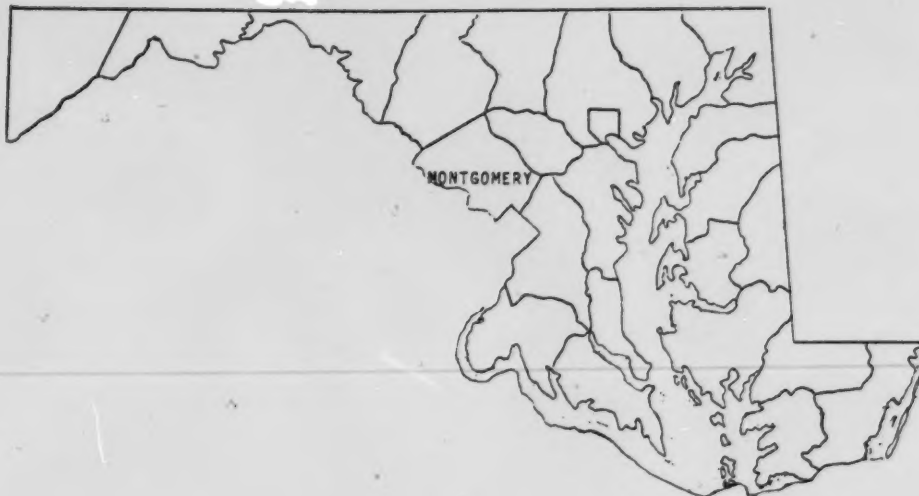
KENT COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL	
		AVERAGE SAS	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE
CHESTERTOWN	2	103.5	4.50	3.80	+70 *	4.52	3.87	+65 *	4.97	4.27	+70	4.24	3.84	+40
MILLINGTON	2	99.7	4.01	3.56	+45	3.95	3.62	+33	4.95	4.03	+92 *	4.03	3.62	+41
ROCK HALL	2	107.2	5.01	4.04	+97 *	4.81	4.12	+69 *	5.42	4.52	+90 *	4.45	4.06	+39
WORTON	3	95.8	3.81	3.31	+50	4.05	3.36	+69 *	5.14	3.77	+137 *	4.14	3.39	+75 *
CHESTERTOWN MIDDLE	5	99.3	5.32	5.00	+32	5.36	5.04	+32	5.68	5.34	+34	5.48	5.27	+21
	7	100.8	6.56	6.68	-12	6.93	6.70	+23	7.40	6.87	+53	6.84	6.96	-12
CALENA	2	97.5	3.78	3.42	+36	3.65	3.48	+17	4.36	3.88	+48	3.57	3.49	+8
	5	103.2	5.11	5.34	-23	5.45	5.37	+8	5.95	5.47	+48	5.74	5.58	+16
	7	103.7	6.92	7.04	-12	6.93	7.01	-8	8.24	7.19	+105 *	7.05	7.28	-23
ROCK HALL SR MIDDLE	5	98.0	4.91	4.89	+2	4.89	4.93	-4	5.30	5.23	+7	5.28	5.16	+12
	7	103.4	6.88	7.00	-12	7.20	6.98	+22	7.89	7.16	+73 *	7.19	7.24	-5
KENT COUNTY HI	8	96.6	8.51	7.51	+100 *	8.42	7.46	+96 *	8.78	7.63	+115 *	8.35	7.66	+69 *

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Montgomery County



Instructional Program Improvement

The new 1976 edition of the Program of Studies, a six-volume document setting forth the curriculum and instructional program of MCPS, was revised and recently printed for distribution. This new edition reflects the school system's concurrence and compliance with federal law as specified in Title IX regulations. In addition, the Program of Studies is intended to implement both the Montgomery County Goals of Education and the Maryland State Department of Education's Instructional Goals in reading, writing, and mathematics.

By means of systematic and logical descriptions, the Program of Studies interrelates learning outcomes, student needs, educational expectations, and the requirements of society. Student expectations are stated in performance terms to better inform the student of the intended outcomes of schooling. This document provides the teacher with a framework for establishing instructional objectives, selecting materials, and assessing student progress. It serves as a guide for the principal in organizing the staff and resources. Finally, the Program of Studies provides a means by which the community can gain an understanding of the instructional program.

MCPS continued its focus on the improvement of students' ability to read. Results from the administration of The Maryland Functional Reading Test to all students in Grades 7 and 11 were used to identify those students who fell below the cutoff score of 80 percent. Special reading programs were undertaken to help these students improve their skills. The state materials, Functional Reading, Vols. 1 and 2, proved useful to reading teachers for planning and implementing special reading instruction adapted to student needs.

In order to provide a broader complement of tests for the assessment of functional literacy at the secondary level, MCPS developed additional measures patterned after the Maryland Functional Reading Tests. The MCPS tests assess, item by item, the same objectives as those in the state tests and attempt to maintain the same level of difficulty. The MCPS parallel forms of the reading tests are restricted to use in Grades 7 and 11 after remediation has taken place.

MCPS continued the Grade 2 testing process intended to identify those students experiencing difficulty with reading. Students scoring below the 4th stanine on the Stanford Primary I Reading Test, administered in September, were provided special instruction. This program was carefully monitored by the area reading supervisors to assure that all students needing special attention received it. Approximately 20 percent of the Grade 2 students were retested the following May with the result that the number of students performing below grade level on reading comprehensive was reduced to 5 percent.

The Grade 2 Reading Survey will be continued during 1976-77 with some modification. Schools may now choose either the Stanford Primary I Reading Test or a new objective-based reading

test, the latter of which provides for a greater range of reading levels. Results for last year showed that approximately 25 percent of MCPS Grade 2 students obtained perfect or nearly perfect scores on the Stanford Primary I Reading Test. The MCPS objective-based test is intended to provide more useful feedback to teachers by identifying a much wider range of reading levels and also to provide this information more efficiently. A comparative study of both instruments, the practicality of their administration, and the usefulness of the resulting data is planned.

The Maryland Systematic Teacher Observation Instrument, developed by MSDE to identify primary students with potential learning disabilities, was implemented in all MCPS elementary schools last year. MCPS developed machine-readable forms and appropriate data processing programs to save teacher time. Individual student profiles, based on teachers' observations, were returned to the schools.

The automated processing of this data collection worked reasonably well for the first endeavor. However, need for improvements in the process and procedures were almost immediately discernible and undertaken for the current year. These improvements included (1) a revision of the handbook for teachers with special attention to the criteria for checking the behaviors, and (2) some modifications in the processing programs to provide more specific information.

Local Program Modifications and Assessment Activities

A five-year plan for development and implementation of Learner-Centered Management Support System for essential skills instruction was presented to and approved by the MCPS Board of Education during January 1976. Mathematics was chosen as the instructional program in which to begin because work already underway to implement the performance objectives for elementary and pre-algebra mathematics most directly fit the requirements to develop the system. Also, the MCPS Goals of Education and the State Accountability Program focus on reading, writing, and functional mathematics.

Intensive planning and preparation of necessary materials during the spring, along with summer workshops and special inservice training programs for school staffs, made it possible to pilot the mathematics instructional system in 12 elementary and three junior high schools during the 1976-77 school year. The mathematics

system will be modified as necessary and extended to 55 schools in 1977-78, and finally, to all schools by 1980. A similar development schedule applies to other instructional programs. Planning for the reading/language arts system is currently underway, with selection of the pilot schools scheduled for spring.

Procedures and tests were developed to identify students with marked deficiencies in the basic skills of reading, writing, and mathematics upon entry into Grade 9. This assessment effort is currently being implemented by classroom teachers at the local-school level as an integral part of the instructional program. Testing will be completed by November 1 of each year. Special instruction will be provided, as needed, for students who fail to achieve the basic objectives necessary to meet graduation requirements.

Program evaluation of the foreign-language instructional program was implemented as planned during 1975-76. The procedure and instrumentation were the same as those used during 1968-69. Students in their second or fourth year of study in French, Spanish, and German classes were tested with appropriate levels of the Cooperative Modern Foreign Language Tests. These tests assess listening, reading, speaking, and writing skills. The speaking and writing portions of the tests were scored by foreign-language teachers during a summer workshop. Compilation and analysis of the data are in process and will be reported later in the year.

MCPS has embarked on a three-year study intended to evaluate the progress and outcomes of the new desegregation program, to compare the "newly" desegregated schools with a comparison set of "naturally" desegregated schools, and, more generally, to investigate achievement and intergroup relations in schools throughout the county. One major focus of the study will be on growth in reading and mathematics. Newly-devised criterion-referenced tests which measure objectives of the MCPS will be administered on three occasions during each of three consecutive school years. Certain noncognitive attitudes and orientations will be assessed by a questionnaire to be administered on two occasions during each year for children in third grade and above. Results of the study will indicate how students in schools with different programs and different sets of characteristics are progressing with respect to mathematics and reading and how their achievement relates to various orientations and attitudes. When the study is completed, three years from now, all participating teachers and principals will receive a report describing the results and discussing any implications which these results seem to suggest.

Comments on Accountability Assessment Results

Achievement for MCPS continued to show slight increases in the mean grade equivalent scores over the previous year with a few exceptions, notably Grade 9 vocabulary and reading comprehension scores were .02 and .04 points lower, respectively. The nonverbal mean scores for all grades in MCPS paralleled comparable increases for the entire state. Cumulative test records in MCPS indicate that nonverbal aptitude scores improve as students gain experience with taking the test. Verbal aptitude scores (from the same test battery) remain fairly stable over time, indicating no efforts of experience on student performance.

State analysis of MCPS test scores leads to an interpretation which supports the conclusions derived from using the verbal score to predict performance. In general, test results indicate that MCPS students in Grades 3 and 5 achieve very well in those areas assessed by the Iowa Tests of Basic Skills. Students in Grades 7 and 9 obtain scores above national norms but fall short of predicted performance in some skill areas, notably reading comprehension.

Those MCPS schools at the extreme ends of the distribution of school scores for the state, after nonverbal aptitude is statistically controlled, are identified with an asterisk in the table of MCPS schools. Fourteen elementary schools and one junior high school have one or more achievement scores in the upper category this year. Only eight schools met this criteria in each of the previous reports. Eight elementary and one middle school have one or more scores in the lower category. Fourteen and fifteen schools were in this lower category in the Year I and Year II reports, respectively.

MCPS continues to provide (1) a Test Report to Parents for each student tested, and (2) student test records to the teachers, principals, and other school staff members who have responsibility for the students' learning. Also, summary test results are provided for school principals, area administrators, and central office staff. An annual test report, summarizing results for all students and grades, is prepared and presented to the Board of Education and the community. The Maryland Accountability Program Reports are distributed to the Board of Education, central and area offices, the local press, schools, and citizens who request them.

Faculties in MCPS schools are increasingly attentive to the test scores from their schools and to the implications of the data for program planning. Staff for each school prepare an annual school progress report with annual objectives set, based on the

latest test results, data on the instructional objectives previously established by the school staff, and information on the extent to which the objectives have been attained. The school annual progress report is distributed to the school community.

Unmet Needs

Implementation of the Maryland Accountability Program in Montgomery County was accomplished with respect to the instrumentation and test administration before it was mandated. A new test-processing program was used to process last spring's test results. Because special efforts were made to provide the output required for the state's data collection, certain phases of the processing program which were intended to provide schools with item-analysis information are not yet operational. Installation of this phase of the processing program is now more than six months behind schedule.

Changes in scheduling and data collection have diverted available human and material resources from developing new instrumentation and more useful data analyses. Instrumentation that will provide more specific information with respect to student achievement of instructional objectives is needed by students, teachers, and all program managers. Instructional systems development in the basic skills will provide:

- . Student performance objectives organized for use by students and teachers;
- . Criterion-referenced tests which enable students and teachers to determine student mastery of each objective according to a standard consistently applied county-wide
- . Data reports to all decision makers in the learning/teaching process based on progress made by individual students;
- . Materials, instruction, and environment which enable students to master objectives;
- . Supports which enable teachers and school administrators to implement instructional program effectively and efficiently; and
- . Program-management objectives and performance targets (stated as anticipated student progress or levels of achievement) and regular evaluation of their attainment, with subsequent program modifications, as indicated.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
558,000	\$18,996	3.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
15.0	12.8

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
122,272	\$15,777	\$28,172	11.7	21.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
44.0%	17.8	94.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,647.56	\$1,183.77	71.9%	\$53.96

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.3%	\$22.55	1.4%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	8,163	95.38	145	110.3	15.73	4.22	1.12
	5	8,923	96.60	142	110.8	14.50	6.13	1.50
	7	9,607	96.61	33	110.0	15.38	7.95	1.82
	9	10,176	94.53	33	112.2	16.20	9.59	1.94
(2) READING COMPREHENSION (ITBS)	3	8,163	95.38	145	110.3	15.73	4.27	1.29
	5	8,923	96.60	142	110.8	14.50	6.05	1.50
	7	9,607	96.61	33	110.0	15.38	7.79	1.75
	9	10,176	94.53	33	112.2	16.20	9.41	1.86
(3) SPELLING (ITBS)	3	8,163	95.38	145	110.3	15.73	4.62	1.28
	5	8,923	96.60	142	110.8	14.50	6.25	1.73
	7	9,607	96.61	33	110.0	15.38	7.79	2.15
	9	10,176	94.53	33	112.2	16.20	9.24	2.28
(4) CAPITALIZATION (ITBS)	3	8,163	95.38	145	110.3	15.73	4.71	1.27
	5	8,923	96.60	142	110.8	14.50	6.39	1.68
	7	9,607	96.61	33	110.0	15.38	8.22	2.14
	9	10,176	94.53	33	112.2	16.20	9.72	2.25
(5) PUNCTUATION (ITBS)	3	8,163	95.38	145	110.3	15.73	4.62	1.36
	5	8,923	96.60	142	110.8	14.50	6.20	1.65
	7	9,607	96.61	33	110.0	15.38	8.01	2.10
	9	10,176	94.53	33	112.2	16.20	9.52	2.19

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE #
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	8,163	95.38	145	110.3	15.73	4.46	1.35
	5	8,923	96.60	142	110.8	14.50	6.35	1.68
	7	9,607	96.61	33	110.0	15.38	8.02	2.12
	9	10,176	94.53	33	112.2	16.20	9.55	2.23
(7) LANGUAGE TOTAL (ITBS)	3	8,163	95.38	145	110.3	15.73	4.62	1.17
	5	8,923	96.60	142	110.8	14.50	6.31	1.50
	7	9,607	96.61	33	110.0	15.38	8.03	1.91
	9	10,176	94.53	33	112.2	16.20	9.53	2.02
(8) MATHEMATICAL CONCEPTS (ITBS)	3	8,163	95.38	145	110.3	15.73	4.22	0.98
	5	8,923	96.60	142	110.8	14.50	6.37	1.51
	7	9,607	96.61	33	100.0	15.38	8.25	1.84
	9	10,176	94.53	33	112.2	16.20	9.78	1.92
(9) MATHEMATICAL PROBLEMS (ITBS)	3	8,163	95.38	145	110.3	15.73	4.19	1.07
	5	8,923	96.60	142	110.8	14.50	6.09	1.37
	7	9,607	96.61	33	110.0	15.38	7.81	1.70
	9	10,176	94.53	33	112.2	16.20	9.39	1.89
(10) MATHEMATICAL TOTAL (ITBS)	3	8,163	95.38	145	110.3	15.73	4.23	0.97
	5	8,923	96.60	142	110.8	14.50	6.26	1.37
	7	9,607	96.61	33	110.0	15.38	8.06	1.68
	9	10,176	94.53	33	112.2	16.20	9.61	1.81

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES †)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	108.2	109.3	110.3
	5	109.5	110.0	110.8
	7	108.2	108.6	110.0
	9	110.4	110.3	112.2
VOCABULARY (ITBS)	3	4.05	4.13	4.22
	5	6.06	6.08	6.13
	7	7.92	7.88	7.95
	9	9.71	9.61	9.59
READING COMPREHENSION (ITBS)	3	4.09	4.19	4.27
	5	5.99	5.99	6.05
	7	7.84	7.80	7.79
	9	9.52	9.45	9.41
LANGUAGE TOTAL (ITBS)	3	4.40	4.60	4.62
	5	6.15	6.28	6.31
	7	7.87	7.92	8.03
	9	9.47	9.49	9.53
MATHEMATICAL TOTAL (ITBS)	3	4.04	4.13	4.23
	5	6.15	6.18	6.26
	7	8.02	8.02	8.06
	9	9.62	9.57	9.61

† SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

MONTGOMERY COUNTY (ALTA VISTA - BURNING TREE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ALTA VISTA	K-6	207	21.8	95.0	8.5	1.0	16.3	24.5	57.9	2.1	14.5	20,419
ARCOLA	K-6	282	16.6	94.6	16.0	1.0	16.9	38.0	58.8	2.1	12.6	15,309
ASHBURTON	K-6	277	15.0	96.2	17.5	1.0	10.9	17.6	43.2	3.7	13.4	20,853
ASPEN HILL	K-6	376	18.8	95.7	19.0	1.0	12.7	22.0	35.0	1.7	12.6	17,178
AYRLAWN	K-6	204	18.5	94.8	10.0	1.0	6.7	21.0	27.3	1.1	13.9	18,958
BANNOCKBURN	K-6	359	19.9	96.1	17.0	1.0	9.7	24.9	38.9	4.4	15.4	26,054
BEL PRE	K-6	439	18.3	97.2	23.0	1.0	11.4	37.0	33.3	0.0	12.8	13,789
BELLS MILL	K-6	477	21.7	96.5	21.0	1.0	10.5	28.0	38.6	6.1	14.3	24,106
BELMONT	K-5	510	20.0	96.1	24.5	1.0	7.5	15.3	43.1	3.2	12.6	16,305
BETHESDA	P-6	447	21.1	96.0	20.1	1.0	11.2	36.0	31.4	6.0	13.2	17,388
BEVERLY FARMS	K-6	580	20.1	97.4	27.9	1.0	11.0	21.5	39.4	0.5	13.7	21,027
BRADLEY	K-6	335	27.9	95.8	11.0	1.0	11.3	19.6	41.7	3.7	13.8	19,439
BROAD ACRES	P-6	336	22.1	96.2	14.2	1.0	11.7	33.0	32.8	4.2	12.5	12,791
BROOKHAVEN	K-6	548	18.1	96.2	28.3	2.0	14.2	25.3	34.7	1.0	12.7	18,241
BROOKMONT	K-6	354	22.5	96.3	14.7	1.0	18.6	8.5	38.9	2.0	13.8	21,244
BROOKVIEW	K-6	245	18.1	95.2	12.5	1.0	19.8	33.3	44.4	6.5	12.5	12,791
BROWN STATION	P-6	569	21.0	94.4	26.1	1.0	10.3	17.4	33.2	0.0	12.7	14,509
BURNING TREE	K-6	256	17.4	97.3	13.6	1.0	13.6	12.2	54.8	3.4	15.2	29,967

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (ALTA VISTA - BURNING TREE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

SKILL AREA														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-
		SAS	GE	LAND NORM	ENCE	GE	LAND NORM	ENCE	GE	LAND NORM	ENCE	GE	LAND NORM	ENCE
ALTA VISTA	3	121.0	4.69	4.92	-0.23	4.81	5.03	-0.22	5.35	5.42	-0.07	4.55	4.87	-0.32
	5	116.1	6.57	6.47	+0.10	6.62	6.47	+0.15	6.94	6.76	+0.18	6.75	6.62	+0.13
ARCOLA	3	105.7	3.93	3.94	-0.01	3.87	4.02	-0.15	4.24	4.42	-0.18	4.04	3.97	+0.07
	5	112.7	6.63	6.17	+0.46	6.34	6.18	+0.16	6.44	6.47	-0.03	6.37	6.34	+0.03
ASHBURTON	3	108.6	4.23	4.13	+0.10	4.31	4.21	+0.10	4.33	4.61	-0.28	3.97	4.14	-0.17
	5	112.0	6.61	6.11	+0.50	6.36	6.12	+0.24	6.76	6.41	+0.35	6.64	6.29	+0.35
ASPEN HILL	3	110.2	4.19	4.23	-0.04	4.21	4.31	-0.10	4.59	4.71	-0.12	4.21	4.24	-0.03
	5	112.6	5.46	6.16	-0.70	5.51	6.17	-0.66	5.66	6.46	-0.80	5.64	6.23	-0.59
AYRLAWN	3	115.6	4.42	4.57	-0.15	4.78	4.67	+0.11	5.14	5.07	+0.07	4.62	4.55	+0.07
	5	115.2	6.16	6.39	-0.23	6.30	6.39	-0.09	6.33	6.68	-0.35	6.36	6.54	-0.18
BANNOCKBURN	3	118.2	4.77	4.74	+0.03	5.12	4.84	+0.28	5.03	5.24	-0.21	4.80	4.71	+0.09
	5	115.6	6.58	6.43	+0.15	6.70	6.42	+0.28	7.03	6.72	+0.31	6.96	6.58	+0.38
BEL PRE	3	113.7	3.89	4.45	-0.56	4.01	4.54	-0.53	4.48	4.94	-0.46	4.16	4.44	-0.28
	5	111.5	6.05	6.07	-0.02	5.66	6.08	-0.42	6.33	6.27	+0.06	5.88	6.25	-0.37
BELLS HILL	3	110.8	4.43	4.27	+0.16	4.46	4.35	+0.11	4.89	4.75	+0.14	4.41	4.27	+0.14
	5	113.8	6.52	6.27	+0.25	6.28	6.27	+0.01	7.04	6.56	+0.48	6.91	6.43	+0.48
BELMONT	3	110.2	4.17	4.23	-0.06	4.07	4.31	-0.24	4.31	4.71	-0.40	4.12	4.24	-0.12
	5	111.4	6.27	6.06	+0.21	6.24	6.07	+0.17	6.45	6.36	+0.09	6.40	6.24	+0.16
BETHESDA	3	113.1	4.50	4.42	+0.08	4.37	4.50	-0.13	4.54	4.90	-0.36	4.16	4.41	-0.25
	5	115.6	6.23	6.43	-0.20	6.32	6.42	-0.10	6.47	6.72	-0.25	6.11	6.58	-0.47
BEVERLY FARMS	3	112.2	4.60	4.36	+0.24	4.66	4.45	+0.21	5.08	4.84	+0.24	4.39	4.25	+0.04
	5	113.8	6.52	6.27	+0.25	6.56	6.27	+0.29	6.34	6.56	-0.22	6.73	6.43	+0.30
BRADLEY	3	117.2	4.94	4.68	+0.26	5.30	4.78	+0.52	5.69	5.17	+0.52	4.71	4.65	+0.06
	5	116.3	6.75	6.49	+0.26	6.69	6.48	+0.21	6.99	6.77	+0.22	6.59	6.63	-0.04
BROAD ACRES	3	109.3	3.74	4.17	-0.43	3.96	4.25	-0.29	5.02	4.65	+0.37	4.37	4.18	+0.19
	5	108.8	5.46	5.83	-0.37	5.55	5.85	-0.30	5.98	6.14	-0.16	6.04	6.03	+0.01
BROCKPAVEN	3	110.8	4.11	4.27	-0.16	4.10	4.35	-0.25	4.63	4.75	-0.12	4.33	4.27	+0.06
	5	112.6	6.12	6.16	-0.04	6.07	6.17	-0.10	6.50	6.46	+0.04	6.20	6.33	-0.13
BROCKMONT	3	116.6	4.78	4.64	+0.14	4.78	4.74	+0.04	4.93	5.13	-0.20	4.50	4.61	-0.11
	5	114.0	7.00	6.29	+0.71	6.81	6.29	+0.52	6.81	6.58	+0.23	6.99	6.45	+0.54
BROOKVIEW	3	101.1	3.94	3.65	+0.29	3.62	3.71	-0.09	4.05	4.12	-0.07	3.74	3.70	+0.04
	5	114.9	6.25	6.37	-0.12	6.23	6.36	-0.13	6.27	6.66	-0.39	6.44	6.52	-0.08
BROWN STATION	3	108.5	4.02	4.12	-0.10	4.16	4.20	-0.04	4.84	4.60	+0.04	4.27	4.14	+0.13
	5	109.1	5.90	5.66	+0.04	5.97	5.87	+0.10	6.69	6.17	+0.52	6.92	6.05	+0.87
BURNING TREE	3	115.4	4.64	4.56	+0.08	4.97	4.66	+0.31	5.18	5.05	+0.13	4.77	4.54	+0.23
	5	119.4	6.65	6.76	-0.11	6.84	6.75	+0.09	6.72	7.04	-0.32	6.71	6.98	-0.17

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (BURNT MILLS - CRESTHAVEN)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
BURNT MILLS	K-6	254	21.2	95.2	11.0	1.0	12.9	20.0	33.3	3.2	12.8	18,839
BURTONSVILLE	P-6	331	18.8	95.8	16.6	1.0	10.0	17.0	25.5	3.9	12.6	15,615
BUSHEY DRIVE	K-6	177	18.6	95.8	8.5	1.0	8.1	10.6	42.1	6.3	12.5	13,802
CANDLEWOOD	K-6	529	24.6	97.0	20.5	1.0	9.9	23.6	32.5	0.3	12.7	16,105
CANNON ROAD	K-6	587	19.9	96.5	27.5	2.0	12.5	23.5	33.9	1.5	12.8	19,294
CARDEROCK SPRINGS	K-6	395	19.7	95.9	19.0	1.0	8.6	29.0	35.0	1.1	14.9	29,073
CARL SANDBURG	K-6	244	21.2	95.3	10.5	1.0	12.0	26.0	26.1	4.0	12.5	14,979
CASHELL	K-6	652	22.9	96.3	26.5	2.0	10.9	17.0	42.1	5.2	12.6	16,005
CEDAR GROVE	K-6	331	20.1	96.7	15.5	1.0	12.5	23.0	39.4	9.3	2.2	13,286
CHEVY CHASE	K-6	519	22.6	95.2	22.0	1.0	15.6	26.0	65.2	4.2	14.5	23,893
CLARKSBURG	P-6	293	17.6	94.6	15.6	1.0	8.7	15.0	30.1	10.5	12.1	13,395
CLOVERLY	K-6	450	21.9	97.5	19.5	1.0	9.6	23.5	36.6	4.8	12.6	16,590
COLD SPRING	K-6	676	23.3	97.2	27.0	2.0	10.9	18.7	31.0	0.0	13.4	22,159
COLESVILLE	K-6	256	16.0	93.6	15.0	1.0	10.4	15.0	43.7	3.3	12.9	20,649
COLLEGE GARDENS	K-6	630	23.3	96.0	25.0	2.0	13.4	31.5	51.9	2.4	13.6	17,370
CONGRESSIONAL	K-6	379	21.1	95.7	17.0	1.0	8.4	34.7	33.3	1.9	12.5	12,286
CONNECTICUT PARK	K-6	385	19.3	96.1	19.0	1.0	11.9	21.8	35.0	4.3	12.6	15,510
CRESTHAVEN	K-6	325	18.1	96.8	17.0	1.0	11.9	23.5	55.5	3.1	12.7	17,619

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (BURNT MILLS - CRESTHAVEN)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

..... SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
		SAS	SE			SE			SE			SE		
BURNT MILLS	3	113.7	3.96	4.43	-0.49	3.75	4.54	-0.79 *	4.17	4.94	-0.77 *	4.33	4.44	-0.11
	5	106.2	6.02	5.61	+0.41	5.75	5.63	+0.16	6.21	5.92	+0.29	5.76	5.82	-0.06
BURTONSVILLE	3	109.7	4.70	4.20	+0.50	4.20	4.28	-0.08	4.56	4.68	-0.12	4.23	4.21	+0.02
	5	110.7	5.65	6.00	-0.05	5.74	6.01	-0.27	6.00	6.20	-0.30	6.38	6.18	+0.20
BUSHEY DRIVE	3	108.8	3.99	4.14	-0.15	3.97	4.22	-0.25	4.55	4.62	-0.03	3.93	4.15	-0.22
	5	110.6	5.77	5.99	-0.22	5.34	6.00	-0.66 *	5.30	6.29	-0.99 *	5.60	6.17	-0.57
CANDLEWOOD	3	114.9	4.81	4.53	+0.28	5.08	4.62	+0.46	5.29	5.02	+0.27	4.76	4.51	+0.25
	5	114.3	6.83	6.31	+0.52	6.72	6.31	+0.41	6.93	6.61	+0.32	6.91	6.47	+0.44
CANNON ROAD	3	110.1	4.63	4.22	+0.41	4.55	4.31	+0.24	5.07	4.71	+0.36	4.77	4.23	+0.54 *
	5	108.9	6.30	5.84	+0.46	6.28	5.86	+0.42	6.83	6.15	+0.68	6.21	6.04	+0.17
CARDEROCK SPRINGS	3	113.6	4.79	4.45	+0.34	4.69	4.54	+0.15	5.24	4.93	+0.31	4.52	4.44	+0.08
	5	113.0	6.46	6.20	+0.26	6.30	6.20	+0.10	6.72	6.50	+0.22	6.61	6.37	+0.24
CARL SANCBURG	2	114.5	4.28	4.50	-0.22	4.55	4.60	-0.05	4.81	4.59	-0.18	4.20	4.49	-0.29
	5	114.2	6.32	6.30	+0.02	6.22	6.30	-0.08	6.07	6.60	-0.53	5.80	6.46	-0.66
CASPELL	2	107.9	4.44	4.08	+0.36	4.60	4.16	+0.44	4.92	4.56	+0.36	4.76	4.10	+0.66 *
	5	110.8	6.21	6.01	+0.20	6.18	6.02	+0.16	6.24	6.31	-0.07	6.14	6.19	-0.05
CEDAR GROVE	3	109.6	4.34	4.19	+0.15	4.32	4.27	+0.05	4.89	4.67	+0.22	4.08	4.20	-0.12
	5	110.0	5.88	5.94	-0.06	5.95	5.95	+0.00	6.64	6.24	+0.40	6.32	6.13	+0.19
CHEVY CHASE	2	114.8	4.70	4.52	+0.18	4.88	4.62	+0.26	4.93	5.01	-0.08	4.40	4.51	-0.11
	5	117.3	7.41	6.56	+0.83 *	7.31	6.57	+0.74 *	7.34	6.86	+0.48	7.22	6.71	+0.51
CLARKSBURG	2	100.8	3.35	3.62	-0.27	3.54	3.68	-0.14	3.73	4.08	-0.35	3.52	3.67	-0.15
	5	106.6	5.10	5.64	-0.54	5.39	5.66	-0.27	5.63	5.96	-0.33	5.50	5.95	-0.35
CLOVERLY	3	111.4	4.36	4.31	+0.05	4.30	4.39	-0.09	4.73	4.79	-0.06	4.12	4.31	-0.19
	5	115.7	6.23	6.44	-0.21	6.40	6.43	-0.03	6.89	6.72	+0.17	6.48	6.58	-0.10
COLD SPRING	3	112.8	4.64	4.40	+0.24	4.61	4.49	+0.12	5.12	4.88	+0.24	4.65	4.39	+0.26
	5	114.2	6.51	6.31	+0.20	6.44	6.31	+0.13	6.91	6.61	+0.30	6.73	6.47	+0.26
COLESVILLE	2	102.1	3.64	3.71	-0.07	3.62	3.78	-0.16	3.95	4.18	-0.23	3.61	3.76	-0.15
	5	112.1	6.08	6.12	-0.04	5.89	6.13	-0.24	6.40	6.42	-0.02	6.13	6.29	-0.16
COLLEGE GARDENS	3	114.9	4.94	4.53	+0.41	5.03	4.62	+0.41	5.01	5.02	-0.01	5.01	4.51	+0.50
	5	109.3	6.50	5.88	+0.62	6.46	5.85	+0.57	6.91	6.19	+0.72	7.45	6.07	+1.38 *
CONGRESSIONAL	2	104.8	3.95	3.89	+0.10	3.80	3.96	-0.16	5.03	4.36	+0.67	4.52	3.92	+0.60 *
	5	109.1	6.00	5.86	+0.14	5.77	5.67	-0.10	6.22	6.17	+0.05	6.24	6.05	+0.19
CONNECTICUT PARK	2	109.7	3.90	4.20	-0.30	3.91	4.28	-0.37	4.15	4.68	-0.53	3.82	4.21	-0.39
	5	106.3	5.78	5.61	+0.17	5.71	5.64	+0.07	5.82	5.93	-0.11	5.71	5.83	-0.12
CRESTHAVEN	3	112.2	4.49	4.36	+0.13	4.68	4.45	+0.23	4.66	4.84	-0.18	4.07	4.35	-0.28
	5	117.4	6.57	6.58	-0.01	6.68	6.58	+0.10	6.66	6.87	-0.21	6.79	6.72	+0.07

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (DAMASCUS - FOX CHAPEL)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE#

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
DAMASCUS	K-6	607	20.5	95.3	31.5	2.0	13.1	21.3	23.9	9.0	12.2	12,961
DARNESTOWN	K-6	347	18.3	96.3	18.0	1.0	15.0	27.0	47.4	5.0	12.2	13,763
DENNIS AVENUE	K-6	207	18.8	95.8	10.0	1.0	11.8	21.5	45.5	1.1	12.7	16,777
DIAMOND	K-6	546	21.8	96.5	24.0	1.0	6.5	16.0	28.0	NA	NA	NA
DUFIEF	K-6	287	18.5	96.0	14.5	1.0	10.4	22.0	58.1	NA	NA	NA
EAST SILVER SPRING	K-4	252	22.9	93.5	10.0	1.0	11.0	13.0	36.4	5.8	12.6	11,828
EDWARD U TAYLOR	P-6	144	16.0	92.8	8.0	1.0	16.7	16.0	33.3	7.6	12.1	12,543
ENGLISH MANOR	K-6	439	19.9	95.8	21.0	1.0	7.1	24.0	40.9	5.7	12.8	19,068
FAIRLAND	K-6	616	19.9	95.2	29.0	2.0	9.8	19.3	35.5	5.9	12.7	17,476
FALLSMEAD	K-6	529	24.0	96.3	21.0	1.0	8.5	36.0	22.7	0.0	NA	NA
FARMLAND	K-6	451	23.7	95.8	18.0	1.0	13.5	24.0	26.3	0.8	14.7	28,157
FERNWOOD	K-6	265	18.3	95.3	13.5	1.0	11.8	21.0	34.5	0.8	14.1	24,020
FIELDS ROAD	K-6	599	21.4	94.8	27.0	1.0	8.3	16.0	39.3	15.2	12.8	18,360
FLOWER VALLEY	K-6	644	21.5	96.4	28.0	2.0	13.8	25.7	33.3	8.4	12.8	18,166
FOREST GROVE	K-6	229	17.0	95.4	12.5	1.0	10.6	9.0	44.4	3.2	12.7	17,634
FOREST KNOLLS	K-6	231	12.1	96.3	18.0	1.0	13.8	18.0	57.9	2.7	12.6	19,988
FOUR CORNERS	P-6	300	17.0	96.6	16.6	1.0	10.9	23.0	39.7	8.8	12.6	16,780
FOX CHAPEL	P-6	512	18.5	95.4	26.6	1.0	7.8	18.0	43.4	7.1	NA	NA

SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (DAMASCUS - FOX CHAPEL)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME		SKILL AREAS													
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		GRADE	AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
DAMASCUS	3	112.6	4.11	4.38	-.27	4.38	4.47	-.09	4.84	4.87	-.03	4.36	4.38	-.02	
	5	110.1	5.74	5.95	-.21	5.99	5.96	+.03	6.53	6.25	+.28	6.23	6.13	+.10	
CARNESTOWN	3	107.2	4.31	4.04	+.27	4.12	4.12	+.00	4.67	4.52	+.15	4.21	4.06	+.15	
	5	107.4	6.09	5.71	+.38	6.21	5.73	+.48	6.42	6.03	+.39	6.42	5.92	+.50	
DENNIS AVENUE	3	107.8	3.81	4.08	-.27	4.10	4.16	-.06	4.25	4.56	-.31	4.12	4.10	+.02	
	5	113.7	6.34	6.26	+.08	6.25	6.26	-.01	6.57	6.56	+.01	6.26	6.42	-.22	
DIAMOND	3	111.8	4.51	4.33	+.18	4.73	4.42	+.31	5.31	4.82	+.49	4.71	4.33	+.40	
	5	111.7	6.26	6.09	+.17	6.33	6.09	+.24	6.41	6.39	+.02	6.45	6.26	+.19	
DUFIEF	3	112.6	4.22	4.38	-.16	4.40	4.47	-.07	4.53	4.87	-.34	4.18	4.38	-.20	
	5	111.8	6.35	6.09	+.26	6.29	6.10	+.19	6.08	6.40	-.32	6.02	6.27	-.25	
EAST SILVER SPRING	3	110.7	4.02	4.26	-.24	4.06	4.35	-.29	4.34	4.74	-.40	4.06	4.27	-.21	
EDWARD U TAYLOR	3	99.0	3.27	3.52	-.25	3.20	3.58	-.38	3.58	3.98	-.40	3.63	3.58	+.05	
	5	103.1	4.42	5.34	-.92	4.48	5.36	-.88	4.64	5.66	-1.02	4.94	5.57	-.63	
ENGLISH MANOR	3	111.7	4.35	4.33	+.02	4.24	4.41	-.17	4.71	4.81	-.10	4.16	4.32	-.16	
	5	111.6	6.23	6.08	+.15	6.04	6.08	-.04	6.47	6.38	+.09	6.40	6.25	+.15	
FAIRLAND	3	107.0	4.20	4.03	+.17	4.25	4.10	+.15	4.61	4.50	+.11	4.06	4.05	+.01	
	5	110.1	6.58	5.95	+.63	6.48	5.96	+.52	6.49	6.25	+.24	6.58	6.13	+.45	
FALLSMEAD	3	110.7	4.50	4.26	+.24	4.68	4.35	+.33	5.11	4.74	+.37	4.47	4.27	+.20	
	5	113.9	6.65	6.28	+.37	6.61	6.28	+.33	6.86	6.57	+.29	6.71	6.44	+.27	
FARMLAND	3	117.0	4.71	4.66	+.05	5.00	4.76	+.24	5.42	5.16	+.26	5.11	4.64	+.47	
	5	108.4	6.61	5.80	+.81	6.51	5.81	+.70	6.84	6.11	+.73	6.77	6.00	+.77	
FERNWOOD	3	114.1	4.53	4.48	+.05	4.83	4.57	+.26	4.91	4.97	-.06	4.40	4.47	-.07	
	5	117.5	6.38	6.63	-.25	6.18	6.62	-.44	6.70	6.91	-.21	6.69	6.76	-.07	
FIELDS ROAD	3	104.4	3.46	3.86	-.40	3.57	3.93	-.36	3.56	4.33	-.77	3.55	3.90	-.35	
	5	104.6	5.06	5.47	-.41	5.16	5.49	-.33	5.30	5.79	-.49	5.26	5.69	-.43	
FLOWER VALLEY	3	110.1	4.51	4.22	+.29	4.63	4.31	+.32	4.78	4.71	+.07	4.40	4.23	+.17	
	5	116.4	6.26	6.50	-.24	6.37	6.49	-.12	6.46	6.78	-.32	6.65	6.64	+.01	
FOREST GROVE	3	110.0	4.02	4.22	-.20	4.14	4.30	-.16	4.17	4.70	-.53	3.80	4.23	-.43	
	5	109.3	6.13	5.88	+.25	6.09	5.89	+.20	5.67	6.19	-.52	6.11	6.07	+.04	
FOREST KNOLLS	3	115.0	4.51	4.54	-.03	4.67	4.63	+.04	4.65	5.03	-.38	4.70	4.52	+.18	
	5	110.1	6.43	5.95	+.48	6.49	5.96	+.53	6.69	6.25	+.44	6.50	6.13	+.37	
FOUR CORNERS	3	106.8	4.37	4.01	+.36	4.37	4.09	+.28	4.60	4.49	+.11	4.29	4.04	+.25	
	5	105.4	5.98	5.54	+.44	5.93	5.56	+.37	5.89	5.86	+.03	6.05	5.76	+.29	
FOX CHAPEL	3	102.9	3.57	3.77	-.20	3.51	3.83	-.32	3.77	4.23	-.46	3.66	3.81	-.15	
	5	104.6	5.43	5.47	-.04	5.55	5.49	+.06	6.09	5.79	+.30	6.15	5.69	+.46	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (GAITHERSBURG - JACKSON ROAD)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
										PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)				
GAITHERSBURG	P-6	676	20.5	93.7	31.0	2.0	12.4	22.9	33.3	6.5	12.2	11,736
GALWAY	K-6	560	26.7	95.3	20.0	1.0	11.3	26.0	28.6	0.4	12.7	17,550
GARRET PARK	K-6	288	20.4	95.7	13.1	1.0	13.5	29.0	43.3	3.1	13.8	16,754
GEORGETOWN HILL	K-6	476	18.4	96.8	24.8	1.0	11.4	18.0	54.7	0.6	13.7	21,027
GEORGIAN FOREST	K-6	386	16.8	96.0	22.0	1.0	10.2	18.5	43.5	3.9	12.7	15,734
GERMANTOWN	P-6	383	17.7	95.1	20.6	1.0	14.0	14.0	49.1	11.3	12.2	13,821
GLEN HAVEN	P-6	454	18.1	95.2	24.1	1.0	11.8	12.0	31.8	1.8	12.5	15,414
GLENALLEN	K-6	413	18.8	95.9	21.0	1.0	9.4	12.0	34.1	4.4	12.8	13,821
GLENMONT	P-6	420	17.8	95.2	22.6	1.0	16.0	20.3	55.0	2.6	12.4	13,508
GREENWOOD	K-5	624	24.0	96.0	24.0	2.0	10.2	21.3	25.0	6.6	12.6	15,637
GROSVENOR	K-6	305	22.6	96.3	12.5	1.0	11.0	19.0	25.9	0.9	13.5	19,122
HARMONY HILLS	K-6	516	21.1	95.4	23.5	1.0	13.7	26.0	40.8	4.7	12.7	14,826
HIGHLAND	P-6	576	21.8	95.6	25.4	1.0	14.6	19.0	44.5	2.2	12.4	13,402
HIGHLAND VIEW	K-6	379	21.7	94.9	16.5	1.0	6.9	21.8	34.3	9.6	12.6	13,159
HILLANDALE	K-6	296	23.7	95.5	11.5	1.0	10.4	22.2	48.0	2.0	12.7	17,619
HOLIDAY PARK	P-6	411	13.6	95.0	29.1	1.0	11.5	23.8	44.8	7.2	12.3	12,607
HUNGERFORD	K-6	318	21.2	96.2	14.0	1.0	14.7	16.5	26.7	1.9	12.7	17,217
JACKSON ROAD	K-6	414	20.2	96.2	19.5	1.0	17.2	18.2	34.2	0.2	12.9	19,940

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (GAITHERSBURG - JACKSON ROAD)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE
GAITHERSBURG	3	99.3	3.13	3.54	-0.41	3.32	3.60	-0.28	3.61	4.00	-0.39	3.43	3.60	-0.17
	5	102.7	4.89	5.30	-0.41	5.06	5.33	-0.27	5.34	5.63	-0.29	5.25	5.54	-0.29
CALWAY	3	112.1	4.38	4.35	+0.03	4.41	4.44	-0.03	4.82	4.84	-0.02	4.17	4.35	-0.18
	5	111.6	6.23	6.08	+0.15	6.35	6.08	+0.27	6.65	6.38	+0.27	6.21	6.25	-0.04
CARRETT PARK	3	112.8	4.47	4.40	+0.07	4.48	4.49	-0.01	4.60	4.88	-0.28	4.18	4.39	-0.21
	5	112.3	6.15	6.14	+0.01	6.32	6.14	+0.18	6.52	6.44	+0.08	6.22	6.31	-0.09
GEORGETOWN HILL	3	113.6	4.23	4.45	-0.22	4.46	4.54	-0.08	4.51	4.93	-0.42	4.28	4.44	-0.16
	5	116.8	6.77	6.53	+0.24	6.62	6.52	+0.10	7.27	6.82	+0.45	6.92	6.67	+0.25
GEORGIAN FOREST	3	106.4	4.03	3.99	+0.04	4.12	4.06	+0.06	4.36	4.46	-0.10	4.37	4.01	+0.36
	5	111.1	6.12	6.03	+0.09	5.97	6.04	-0.07	6.32	6.34	-0.02	6.16	6.21	-0.05
GERMANTOWN	3	107.8	4.05	4.06	-0.01	4.23	4.14	+0.09	4.80	4.54	+0.26	4.23	4.08	+0.15
	5	105.3	6.07	5.53	+0.54	5.58	5.55	+0.03	5.71	5.85	-0.14	5.66	5.75	-0.09
GLEN HAVEN	3	109.4	4.28	4.18	+0.10	4.27	4.26	+0.01	4.68	4.66	+0.02	4.25	4.19	+0.06
	5	110.3	5.81	5.96	-0.15	5.75	5.97	-0.22	6.13	6.27	-0.14	5.91	6.15	-0.24
GLENALLEN	3	109.5	3.96	4.19	-0.23	3.84	4.27	-0.43	4.27	4.67	-0.40	3.90	4.20	-0.30
	5	109.2	5.53	5.88	-0.35	5.57	5.89	-0.32	5.91	6.19	-0.28	5.77	6.07	-0.30
GLENMONT	3	105.8	3.74	3.95	-0.21	3.64	4.02	-0.38	3.89	4.42	-0.53	3.96	2.98	+0.98
	5	103.7	5.07	5.39	-0.32	4.54	5.42	-0.88	5.22	5.71	-0.49	5.29	5.62	-0.33
GREENWOOD	3	110.4	4.18	4.24	-0.06	4.21	4.33	-0.12	4.76	4.73	+0.03	4.12	4.25	-0.13
	5	111.6	6.21	6.08	+0.13	6.08	6.08	+0.00	6.10	6.38	-0.28	6.62	6.25	+0.37
GROSVENOR	3	110.2	4.46	4.23	+0.23	4.36	4.31	+0.05	4.47	4.71	-0.24	4.38	4.24	+0.14
	5	109.2	6.26	5.87	+0.39	6.21	5.88	+0.33	6.64	6.18	+0.46	6.28	6.06	+0.22
HARMONY HILLS	3	113.1	4.08	4.42	-0.34	3.99	4.50	-0.51	4.75	4.90	-0.15	4.35	4.41	-0.06
	5	108.3	5.87	5.79	+0.08	5.73	5.81	-0.08	6.27	6.10	+0.17	6.27	5.99	+0.28
HIGHLAND	3	104.7	3.95	3.88	+0.07	3.89	3.95	-0.06	4.36	4.35	+0.01	3.91	3.91	+0.00
	5	106.3	5.42	5.61	-0.19	5.46	5.64	-0.18	5.77	5.93	-0.16	5.81	5.83	-0.02
HIGHLAND VIEW	3	106.2	4.16	3.98	+0.18	4.38	4.05	+0.33	4.58	4.45	+0.13	4.09	4.00	+0.09
	5	110.5	6.11	5.98	+0.13	6.05	5.99	+0.06	6.43	6.29	+0.14	5.93	6.17	-0.24
HILLANDALE	3	108.6	4.30	4.13	+0.17	4.13	4.21	-0.08	4.44	4.61	-0.17	4.19	4.14	+0.05
	5	110.9	6.14	6.02	+0.12	5.97	6.03	-0.06	6.28	6.32	-0.04	6.09	6.20	-0.11
HOLIDAY PARK	3	104.6	3.47	3.87	-0.40	3.65	3.94	-0.29	3.91	4.35	-0.44	3.69	3.91	-0.22
	5	103.8	5.59	5.40	+0.19	5.36	5.42	-0.06	5.52	5.72	-0.20	5.69	5.63	+0.06
HUNTERFORD	3	109.4	4.35	4.19	+0.16	4.42	4.27	+0.15	4.67	4.67	+0.00	4.44	4.20	+0.24
	5	113.8	6.07	6.27	-0.20	6.22	6.27	-0.05	6.89	6.56	+0.33	6.56	6.43	+0.13
JACKSON ROAD	3	108.5	4.49	4.12	+0.37	4.66	4.20	+0.46	5.00	4.60	+0.40	4.18	4.14	+0.04
	5	113.4	6.44	6.23	+0.21	6.38	6.24	+0.14	6.60	6.53	+0.07	6.45	6.40	+0.05

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (KEMP MILL - MONTROSE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
KEMP MILL	K-6	293	18.3	96.7	15.0	1.0	13.8	25.8	46.9	0.6	12.9	20,969
KENSINGTON	P-6	279	16.3	95.5	16.1	1.0	15.3	24.3	49.6	5.5	12.8	15,576
LAKE NORMANDY	K-6	478	21.7	97.4	21.0	1.0	9.6	16.0	22.7	0.0	14.3	24,151
LAKEWOOD	K-6	462	19.7	96.1	22.5	1.0	10.4	14.0	38.3	2.4	13.1	21,819
LARCHMONT	K-6	289	22.2	96.1	12.0	1.0	16.4	24.0	46.1	3.5	13.6	22,034
LAYTONSVILLE	K-6	697	20.4	95.6	32.1	2.0	14.3	18.5	31.1	6.8	12.4	14,025
LONE OAK	K-6	477	16.7	95.8	27.5	1.0	11.2	35.0	38.6	2.4	12.4	13,897
LUCY BARNSLEY	K-6	565	21.7	96.2	24.0	2.0	8.7	18.5	42.3	0.0	12.9	19,780
LUXMANS	K-6	300	21.4	97.0	13.0	1.0	9.0	22.0	35.7	0.0	14.5	25,200
LYNNBROOK	K-6	277	15.9	94.7	16.4	1.0	11.0	15.0	48.3	3.4	12.8	14,588
MACDONALD KNOLLS	K-6	168	24.0	96.0	6.0	1.0	16.1	18.0	78.6	4.1	12.6	14,451
MARYVALE	P-4	376	16.6	94.6	21.6	1.0	15.0	20.4	35.3	10.0	11.8	11,586
MCKENNEY HILLS	K-6	219	19.9	94.8	10.0	1.0	11.4	23.0	63.6	6.2	12.7	16,748
MEADOW HALL	K-6	391	15.9	95.7	23.5	1.0	11.4	33.0	44.9	6.6	12.5	15,669
MILL CREEK TOWNE	K-6	141	20.0	95.5	35.0	2.0	8.6	26.3	35.1	0.2	12.9	17,336
MONOCACY	P-6	274	23.6	96.3	10.6	1.0	14.8	25.5	38.7	13.4	12.0	10,547
MONTGOMERY KNOLLS	K-6	328	20.5	95.7	15.0	1.0	10.1	15.0	25.0	3.6	12.7	19,484
MONTROSE	K-6	318	18.7	95.1	16.0	1.0	13.3	33.7	41.2	1.6	12.6	13,706

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (KEMP MILL - MONTROSE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

		SKILL AREAS												
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE
		SAS	SE			SE			SE			SE		
KEMP MILL	3	109.5	4.55	4.19	+0.36	4.60	4.27	+0.33	5.26	4.67	+0.59	5.02	4.20	+0.82 *
	5	108.0	6.62	5.76	+0.86 *	6.30	5.78	+0.52	6.78	6.00	+0.70	6.63	5.97	+0.66 *
KENSINGTON	3	109.8	4.13	4.20	-0.07	4.37	4.29	+0.08	4.46	4.69	-0.23	4.01	4.21	-0.20
	5	111.8	5.66	6.09	-0.43	5.59	6.10	-0.51	6.04	6.40	-0.36	5.84	6.27	-0.43
LAKE NORMANDY	3	117.4	4.69	4.69	+0.00	4.90	4.75	+0.11	5.18	5.18	+0.00	4.61	4.66	-0.05
	5	118.3	7.13	6.66	+0.47	6.85	6.65	+0.20	6.94	6.94	+0.00	7.19	6.79	+0.40
LAKEWOOD	3	118.3	4.26	4.75	-0.49	4.38	4.85	-0.47	4.87	5.24	-0.37	4.49	4.71	-0.22
	5	113.7	6.52	6.26	+0.26	6.39	6.26	+0.13	6.63	6.56	+0.07	6.66	6.42	+0.24
LARCHMONT	3	112.5	4.16	4.38	-0.22	4.13	4.47	-0.34	4.61	4.86	-0.25	4.10	4.37	-0.27
	5	109.2	6.63	5.88	+0.75	6.54	5.89	+0.65 *	6.48	6.19	+0.29	6.26	6.07	+0.19
LAYTONSVILLE	3	107.9	3.91	4.08	-0.17	3.95	4.16	-0.21	4.61	4.56	+0.05	4.06	4.10	-0.04
	5	110.1	5.94	5.95	-0.01	5.90	5.96	-0.06	6.03	6.25	-0.22	6.31	6.13	+0.18
LOME OAK	3	108.2	4.04	4.10	-0.06	4.17	4.18	-0.01	4.31	4.58	-0.27	3.89	4.12	-0.23
	5	106.2	5.82	5.61	+0.21	5.61	5.64	-0.03	5.47	5.93	-0.46	5.50	5.83	-0.33
LUCY BARNESLEY	3	118.1	4.74	4.73	+0.01	4.70	4.83	-0.13	5.04	5.23	-0.19	4.58	4.70	-0.12
	5	117.1	6.81	6.56	+0.25	6.54	6.55	-0.01	6.95	6.84	+0.01	6.92	6.70	+0.22
LUXMOR	3	116.4	4.91	4.63	+0.28	4.33	4.72	-0.39	5.27	5.12	+0.15	4.94	4.60	+0.34
	5	116.7	6.99	6.52	+0.47	6.81	6.52	+0.29	7.37	6.81	+0.56	7.12	6.66	+0.46
LYNNBROOK	3	113.0	5.06	4.41	+0.65	5.52	4.50	+1.02 *	5.42	4.90	+0.52	4.98	4.40	+0.58 *
	5	111.7	6.62	6.09	+0.53	6.75	6.09	+0.66 *	6.88	6.29	+0.49	7.14	6.26	+0.88 *
MACDONALD KNOLLS	3	109.6	3.56	4.19	-0.63	3.69	4.27	-0.58	4.76	4.67	+0.09	3.97	4.20	-0.23
	5	109.9	5.86	5.93	-0.07	5.81	5.94	-0.13	6.02	6.24	-0.22	6.38	6.12	+0.26
MARYVALE	3	101.5	3.35	3.68	-0.33	3.29	3.74	-0.45	3.47	4.14	-0.67	3.41	3.73	-0.32
	5	108.8	5.76	5.54	+0.22	5.51	5.56	-0.05	6.02	5.86	+0.16	5.74	5.76	-0.02
MCKENNEY HILLS	3	108.8	3.76	4.14	-0.38	3.82	4.22	-0.40	4.39	4.62	-0.23	3.99	4.15	-0.16
	5	105.4	5.81	5.54	+0.27	5.51	5.56	-0.05	6.02	5.86	+0.16	5.74	5.76	-0.02
MEADOW HALL	3	114.7	4.67	4.52	+0.15	4.63	4.61	+0.02	4.92	5.01	-0.09	4.52	4.50	+0.02
	5	109.5	5.76	5.89	-0.13	5.76	5.91	-0.15	6.19	6.20	-0.01	5.71	6.09	-0.38
MILL CREEK TOWNE	3	112.4	4.30	4.38	-0.08	4.25	4.47	-0.22	4.66	4.87	-0.21	4.16	4.38	-0.22
	5	110.3	6.19	5.96	+0.23	6.21	5.97	+0.24	6.71	6.27	+0.44	6.27	6.15	+0.12
MONOCACY	3	105.5	3.74	3.93	-0.19	3.67	4.00	-0.33	3.75	4.40	-0.61	3.45	3.96	-0.51
	5	104.0	5.54	5.41	+0.13	5.53	5.44	+0.09	5.58	5.74	-0.16	5.75	5.65	+0.10
MONTGOMERY KNOLLS	3	104.1	3.44	3.84	-0.40	3.68	3.91	-0.23	4.41	4.31	+0.10	3.78	3.88	-0.10
	5	97.0	4.93	4.80	+0.13	4.89	4.85	+0.04	5.07	5.15	-0.08	5.00	5.08	-0.08
MONTROSE	3	107.4	3.93	4.08	-0.15	4.07	4.16	-0.09	4.87	4.56	+0.31	4.36	4.10	+0.26
	5	99.9	5.83	5.06	+0.77	5.36	5.09	+0.27	6.04	5.39	+0.65	5.64	5.32	+0.32

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (NEW HAMPSHIRE ESTATES - ROCK CREEK PALISADES)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
NEW HAMPSHIRE ESTATES	P-4	239	17.7	93.4	12.5	1.0	14.1	25.7	55.5	8.7	12.3	10,684
NORTH CHEVY CHASE	K-6	315	18.5	96.8	16.0	1.0	11.5	3.0	35.3	4.5	13.7	21,545
NORTH LAKE	K-6	376	18.1	96.0	19.8	1.0	9.6	25.9	42.3	1.9	12.8	22,261
OAKLAND TERRACE	K-6	520	19.5	95.5	25.6	1.0	17.0	21.0	53.0	4.5	12.5	16,036
OAKVIEW	P-6	369	18.8	94.7	18.6	1.0	13.5	19.0	20.4	7.0	12.6	11,842
OLNEY	P-5	453	20.0	95.4	21.6	1.0	10.8	21.0	44.2	4.6	12.6	16,606
PARK STREET	P-6	399	18.0	94.0	21.1	1.0	8.9	14.3	36.7	11.8	12.2	11,452
PARKSIDE	P-6	216	20.3	96.5	9.6	1.0	16.2	16.0	28.2	0.7	12.8	15,923
PARKWOOD	K-6	399	19.9	96.1	19.0	1.0	8.5	17.1	20.0	1.4	13.4	17,730
PINE CREST	K-6	323	19.6	95.7	15.5	1.0	13.2	9.2	57.6	0.7	12.7	17,847
PINEY BRANCH	S-6	532	16.1	94.2	31.0	2.0	7.7	18.7	36.4	7.2	12.5	11,410
PLEASANT VIEW	K-6	385	19.3	95.4	19.0	1.0	11.7	26.0	50.0	13.1	12.5	14,466
POOLSVILLE	P-6	593	21.6	95.0	26.5	1.0	10.9	16.0	36.4	9.3	12.0	10,721
POTOMAC	K-6	504	26.5	95.1	18.0	1.0	11.1	10.5	42.1	3.2	14.7	26,814
RADNOR	P-6	332	16.9	95.7	18.6	1.0	13.9	17.9	61.1	2.4	13.3	19,622
RITCHIE PARK	K-6	452	21.5	96.1	20.0	1.0	10.9	35.5	38.1	0.0	14.2	20,926
ROCK CREEK FOREST	K-6	323	17.5	75.2	17.5	1.0	8.0	22.0	45.9	2.2	12.7	13,711
ROCK CREEK PALISADES	P-6	480	22.1	95.6	20.7	1.0	13.4	16.5	55.7	3.7	12.5	16,005

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (NEW HAMPSHIRE ESTATE - ROCK CREEK PALISADES)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

		SKILL AREAS													
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	
		SAS	SE			SE			SE			SE			
NEW HAMPSHIRE ESTATE	3	110.3	3.66	4.24	-.58	3.62	4.32	-.70 *	4.12	4.72	-.60	4.25	4.24	+.01	
NORTH CHEVY CHASE	2	108.4	4.73	4.72	+.01	4.59	4.20	+.39	4.95	4.59	+.36	4.51	4.13	+.38	
	5	113.6	6.33	6.25	+.08	6.77	6.25	+.52	7.25	6.55	+.70	7.22	6.42	+.80 *	
NORTH LAKE	3	115.1	4.59	4.54	+.05	4.17	4.64	-.47	4.80	5.03	-.23	4.33	4.52	-.19	
	5	111.9	5.66	6.10	-.44	5.94	6.11	-.17	6.17	6.40	-.23	5.68	6.28	-.60	
OAKLAND TERRACE	3	111.0	4.18	4.28	-.10	4.28	4.37	-.09	4.63	4.76	-.13	4.07	4.28	-.21	
	5	108.6	5.69	5.82	-.13	5.67	5.83	-.16	5.57	6.13	-.56	5.91	6.01	-.10	
OAKVIEW	3	107.9	3.93	4.08	-.15	4.00	4.16	-.16	4.33	4.56	-.23	4.09	4.10	-.01	
	5	107.3	5.77	5.70	+.07	5.73	5.72	+.01	5.91	6.02	-.11	5.42	5.91	-.49	
OLNEY	3	107.4	4.19	4.05	+.14	4.19	4.13	+.06	4.38	4.53	-.15	4.07	4.07	+.00	
	5	108.1	5.97	5.77	+.20	5.95	5.79	+.16	5.96	6.08	-.12	6.14	5.97	+.17	
PARK STREET	3	109.4	3.99	4.18	-.19	4.30	4.26	+.04	4.56	4.66	-.10	4.08	4.17	-.11	
	5	106.9	5.56	5.67	-.11	5.71	5.89	-.02	5.75	5.98	-.23	5.69	5.88	-.19	
PARKSIDE	3	115.2	4.50	4.56	-.06	4.52	4.65	-.13	4.38	5.05	-.67	4.23	4.54	-.31	
	5	110.8	6.28	6.01	+.27	6.27	6.02	+.25	5.91	6.31	-.40	5.92	6.19	-.27	
PARKWOOD	3	112.4	4.41	4.37	+.04	4.43	4.46	-.03	4.52	4.86	-.34	4.35	4.37	-.02	
	5	113.3	6.36	6.23	+.13	6.34	6.23	+.11	6.82	6.52	+.30	6.49	6.39	+.10	
PINE CREST	3	112.9	4.74	4.40	+.34	4.71	4.49	+.22	4.87	4.89	-.02	4.49	4.40	+.09	
	5	110.7	6.35	6.00	+.35	6.33	6.01	+.32	6.71	6.20	+.41	6.71	6.18	+.53	
PINEY BRANCH	5	103.2	5.09	5.34	-.25	5.10	5.37	-.27	5.31	5.67	-.36	5.26	5.58	-.32	
PLEASANT VIEW	3	107.5	3.94	4.08	-.14	4.12	4.16	-.04	4.34	4.56	-.22	4.15	4.10	+.05	
	5	106.9	5.21	5.67	-.46	5.35	5.69	-.34	5.72	5.98	-.26	5.67	5.88	-.21	
POOLESVILLE	3	108.6	4.00	4.13	-.13	4.08	4.21	-.13	4.40	4.61	-.21	4.07	4.14	-.07	
	5	106.8	5.77	5.66	+.11	5.72	5.68	+.04	5.77	5.97	-.20	5.99	5.87	+.12	
POTOMAC	3	114.6	5.22	4.51	+.71 *	4.62	4.60	+.02	5.31	5.00	+.31	4.71	4.49	+.22	
	5	109.8	7.08	5.92	+.16 *	6.54	5.93	+.61	7.02	6.23	+.79 *	6.81	6.11	+.70 *	
RACNOR	3	118.5	4.47	4.76	-.29	4.63	4.86	-.23	4.89	5.25	-.36	4.65	4.72	-.07	
	5	111.3	6.06	6.05	+.01	5.79	6.06	-.27	6.05	6.35	-.30	6.25	6.23	+.02	
RITCHIE PARK	3	114.9	4.37	4.53	-.16	4.38	4.62	-.24	4.51	5.02	-.51	4.23	4.51	-.28	
	5	116.1	6.61	6.47	+.14	6.56	6.47	+.09	6.59	6.76	-.17	6.82	6.62	+.20	
ROCK CREEK FOREST	3	111.2	3.92	4.29	-.37	4.18	4.38	-.20	4.49	4.78	-.29	4.08	4.30	-.22	
	5	111.4	5.90	6.06	-.16	5.88	6.07	-.19	6.17	6.26	-.23	6.39	6.24	+.15	
ROCK CREEK PALISADES	3	115.2	4.21	4.55	-.34	4.38	4.64	-.26	4.52	5.04	-.52	4.28	4.53	-.25	
	5	112.3	6.23	6.14	+.09	6.08	6.14	-.06	6.52	6.44	+.08	6.23	6.31	-.09	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (ROCK CREEK VALLEY - TRAVILAH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ROCK CREEK VALLEY	K-6	559	22.3	97.3	24.1	1.0	16.1	31.5	50.2	0.0	12.8	19,095
ROCKING HORSE ROAD	K-6	581	20.4	94.9	26.5	2.0	10.4	33.5	36.8	3.3	12.5	14,654
ROLLING TERRACE	P-4	293	14.9	93.4	18.6	1.0	14.8	33.0	45.9	7.8	12.5	11,088
ROLLINGWOOD	K-6	236	21.5	96.5	10.0	1.0	8.1	24.0	40.9	0.6	14.7	27,407
ROSEMARY HILLS	P-6	459	14.7	93.5	29.1	2.0	9.7	12.7	53.0	4.4	12.7	13,719
ROSEMONT	P-6	353	17.9	94.6	18.7	1.0	11.7	11.7	33.5	2.4	12.2	11,108
SADDLEBROOK	K-6	481	20.5	96.3	22.5	1.0	9.0	22.0	27.7	5.9	12.7	19,354
SEVEN LOCKS ROAD	K-6	350	20.6	96.8	16.0	1.0	11.5	18.9	55.9	4.4	14.3	24,073
SHERWOOD	P-5	519	18.0	95.4	26.9	2.0	9.3	28.0	23.7	8.2	12.7	16,684
SOMERSET	K-6	408	19.9	96.9	19.5	1.0	21.4	21.0	51.2	2.5	14.6	23,762
SOUTH LAKE	K-6	433	21.7	96.2	19.0	1.0	10.0	17.4	35.0	14.3	12.2	11,526
SPRING MILL	K-6	200	25.0	97.0	7.0	1.0	9.6	36.0	50.0	4.4	12.8	18,326
STEDWICK	K-6	556	24.2	95.4	22.0	1.0	9.1	21.5	47.8	0.0	NA	NA
STONEGATE	K-6	458	19.9	96.4	27.0	1.0	8.7	19.0	39.1	7.0	12.7	18,810
STRATHMORE	K-6	514	19.4	95.4	25.5	1.0	9.8	22.0	35.8	5.0	12.8	13,767
SUMMIT HALL	K-6	627	24.7	95.9	24.5	1.0	11.5	23.0	33.3	6.8	12.3	11,849
TAKOMA PARK	P-4	579	19.5	93.6	27.7	2.0	11.1	17.5	46.2	8.1	12.5	11,395
TRAVILAH	P-6	294	17.2	94.4	16.1	1.0	9.7	19.0	11.7	6.8	12.6	17,119

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (ROCK CREEK VALLEY - TRAVILAH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS											
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL		MATHEMATICAL TOTAL	
		AVERAGE	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-
		SAE	SE	LAND	ENCE	SE	LAND	ENCE	SE	LAND	ENCE	SE	LAND
				NORM			NORM			NORM			NORM
ROCK CREEK VALLEY	3	110.1	4.32	4.22	+0.10	4.30	4.31	+0.07	4.51	4.71	-0.20	4.27	4.23
	5	115.5	6.44	6.42	+0.02	6.23	6.41	-0.18	6.31	6.71	-0.40	6.52	6.57
ROCKING HORSE ROAD	3	107.5	4.07	4.06	+0.01	4.06	4.14	-0.08	4.53	4.54	-0.01	4.23	4.08
	5	109.2	5.49	5.87	-0.38	5.39	5.88	-0.49	5.45	6.18	-0.73	5.78	6.06
ROLLING TERRACE	3	108.1	3.92	4.10	-0.18	3.95	4.18	-0.23	4.49	4.57	-0.08	4.39	4.11
	5	117.8	4.34	4.70	-0.36	4.58	4.80	-0.22	4.81	5.20	-0.39	4.39	4.67
ROLLINGWOOD	3	117.8	4.34	4.70	-0.36	4.58	4.80	-0.22	4.81	5.20	-0.39	4.39	4.67
	5	116.2	7.06	6.48	+0.58	6.86	6.47	+0.39	7.01	6.77	+0.24	6.82	6.62
ROSEMARY HILLS	3	106.2	3.39	3.98	-0.59	3.40	4.05	-0.65	3.59	4.45	-0.86	3.53	4.00
	5	99.1	5.45	4.99	+0.46	5.34	5.03	+0.31	4.93	5.33	-0.40	4.87	5.25
ROSEMONT	3	111.3	4.37	4.30	+0.07	4.37	4.39	-0.02	5.02	4.78	+0.24	4.20	4.30
	5	112.2	6.51	6.13	+0.38	5.73	6.14	-0.41	6.87	6.43	+0.44	6.70	6.30
SADDLEBROOK	3	112.2	4.20	4.36	-0.16	4.36	4.45	-0.09	4.78	4.84	-0.06	4.36	4.25
	5	112.1	6.43	6.12	+0.31	5.98	6.13	-0.15	6.50	6.42	+0.08	6.23	6.29
SEVEN LOCKS ROAD	3	115.7	4.60	4.58	+0.02	4.71	4.68	+0.03	5.16	5.07	+0.09	4.53	4.56
	5	115.1	6.45	6.38	+0.07	6.38	6.38	+0.00	7.07	6.67	+0.40	6.69	6.54
SHERWOOD	3	104.4	3.92	3.86	+0.06	3.90	3.93	-0.03	4.42	4.33	+0.09	3.99	3.90
	5	110.2	5.84	5.96	-0.12	5.73	5.97	-0.24	5.91	6.26	-0.35	5.96	6.14
SOMERSET	3	110.1	4.72	4.73	-0.01	4.77	4.83	-0.06	5.21	5.23	-0.02	5.01	4.70
	5	114.6	7.13	6.34	+0.79	6.80	6.34	+0.46	7.36	6.63	+0.73	7.26	6.50
SOUTH LAKE	3	108.9	4.09	4.15	-0.06	4.11	4.23	-0.12	4.54	4.63	-0.09	4.02	4.16
	5	105.6	5.71	5.55	+0.16	5.58	5.58	+0.00	5.75	5.87	-0.12	5.72	5.77
SPRING HILL	3	119.5	4.45	4.82	-0.37	4.57	4.93	-0.36	5.24	5.32	-0.08	4.70	4.78
	5	117.8	6.77	6.62	+0.15	6.53	6.61	-0.08	7.09	6.90	+0.19	6.83	6.75
STEDWICK	3	114.4	4.40	4.50	-0.10	4.54	4.59	-0.05	4.90	4.99	-0.09	4.46	4.48
	5	114.4	6.37	6.32	+0.05	6.30	6.32	-0.02	6.29	6.61	-0.32	6.29	6.48
STONEGATE	3	105.7	4.28	3.94	+0.34	4.24	4.02	+0.22	4.56	4.42	+0.14	3.97	3.97
	5	108.0	6.13	5.76	+0.37	5.98	5.78	+0.20	6.25	6.08	+0.17	6.36	5.97
STRATHMORE	3	110.2	3.84	4.23	-0.39	3.83	4.31	-0.48	3.90	4.71	-0.81	3.85	4.24
	5	108.1	5.82	5.60	+0.22	5.60	5.62	-0.02	5.82	5.92	-0.10	6.07	5.81
SUMMIT HALL	3	110.1	3.95	4.22	-0.27	4.06	4.31	-0.25	4.49	4.71	-0.22	3.91	4.23
	5	109.1	5.90	5.88	+0.02	5.97	5.87	+0.10	6.17	6.17	+0.00	5.98	6.05
TAKOMA PARK	3	102.7	3.55	3.75	-0.20	3.57	3.82	-0.25	3.75	4.22	-0.47	3.67	3.80
	5	111.2	3.92	4.29	-0.37	4.14	4.38	-0.24	4.29	4.78	-0.49	3.97	4.30
TRAVILAH	3	111.2	3.92	4.29	-0.37	4.14	4.38	-0.24	4.29	4.78	-0.49	3.97	4.30
	5	108.8	5.63	5.82	-0.19	5.58	5.83	-0.25	5.79	6.13	-0.34	5.94	6.01

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (TUCKERMAN - WOODLIN)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
TUCKERMAN	K-6	313	19.0	96.3	15.5	1.0	7.2	13.5	36.4	0.0	14.3	24,106
TWINBROOK	P-6	667	17.7	94.9	35.7	2.0	12.5	24.3	38.7	2.6	12.5	13,098
VIERS MILL	P-6	626	20.4	94.5	29.6	1.0	10.9	11.0	27.7	3.4	12.3	12,563
WASHINGTON GROVE	K-6	582	20.8	94.5	26.0	2.0	11.5	23.9	50.0	0.9	12.7	15,816
WATKINS MILL	K-6	573	21.6	95.4	25.5	1.0	9.7	17.9	26.4	1.6	14.0	18,418
WAYSIDE	K-6	571	20.8	96.5	25.5	2.0	9.7	17.5	54.5	1.0	14.9	29,462
WELLER ROAD	K-6	535	20.2	96.3	25.5	1.0	12.8	21.0	34.0	3.8	12.5	15,961
WEST ROCKVILLE	P-6	517	16.1	95.2	30.0	2.0	9.8	18.0	28.1	6.6	12.5	14,351
WESTBROOK	K-6	363	22.7	95.5	15.0	1.0	17.7	25.0	56.3	2.3	13.8	20,373
WESTOVER	K-6	373	18.7	96.5	19.0	1.0	13.1	27.0	50.0	2.1	13.2	22,123
WHEATON WOODS	K-6	554	18.2	95.8	28.5	2.0	14.9	21.0	44.3	3.0	12.5	14,984
WHETSTONE	K-6	593	18.8	96.0	29.5	2.0	12.5	17.5	47.6	19.0	14.5	19,348
WHITTIER WOODS	K-6	324	23.1	96.7	13.0	1.0	9.8	17.9	39.3	3.4	14.4	28,535
WILLIAM TYLER PAGE	K-6	403	17.5	96.5	22.0	1.0	9.9	22.0	43.5	0.9	12.8	18,932
WOOD ACRES	K-6	417	21.9	96.4	18.0	1.0	14.6	11.0	52.6	3.5	14.3	25,225
WOODFIELD	P-6	358	22.3	95.9	15.0	1.0	15.8	21.0	46.8	6.2	12.2	12,876
WOODLEY GARDENS	K-6	300	23.1	96.3	12.0	1.0	9.3	17.8	38.5	1.4	14.0	18,059
WOODLIN	K-6	241	18.5	94.7	12.0	1.0	13.2	23.0	53.8	1.7	12.7	16,404

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (TUCKERMAN - WOODLIN)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NCRN	DIFFER- ENCE	AVERAGE	MARY- LAND NCRN	DIFFER- ENCE	AVERAGE	MARY- LAND NCRN	DIFFER- ENCE	AVERAGE	MARY- LAND NCRN	DIFFER- ENCE
		SAS	SE			SE			SE			SE		
TUCKERMAN	3	110.4	4.34	4.24	+0.10	4.34	4.33	+0.01	4.80	4.73	+0.07	4.18	4.25	-0.07
	5	114.6	6.61	6.34	+0.27	6.42	6.34	+0.08	6.52	6.63	-0.11	6.68	6.50	+0.18
TWINBROOK	3	104.2	3.68	3.05	-0.17	3.70	3.92	-0.22	3.65	4.32	-0.67	3.55	3.98	-0.33
	5	105.5	5.32	5.54	-0.22	5.22	5.57	-0.35	5.48	5.87	-0.39	5.61	5.77	-0.16
VIERS HILL	3	100.4	3.29	3.61	-0.32	3.35	3.67	-0.32	3.65	4.07	-0.42	3.42	3.66	-0.24
	5	100.1	4.95	5.67	-0.12	5.10	5.11	-0.01	5.29	5.41	-0.12	5.23	5.33	-0.10
WASHINGTON GROVE	3	107.1	3.85	4.02	-0.18	3.79	4.11	-0.32	4.26	4.51	-0.25	3.85	4.05	-0.20
	5	112.7	5.85	6.17	-0.32	5.81	6.18	-0.37	6.29	6.47	-0.18	6.20	6.34	-0.14
WATKINS HILL	3	112.3	4.44	4.36	+0.08	4.40	4.45	-0.05	4.57	4.85	-0.28	4.50	4.36	+0.14
	5	110.7	6.95	6.00	+0.95	6.26	6.01	+0.25	6.69	6.30	+0.39	6.64	6.18	+0.46
WAYSIDE	3	112.6	4.43	4.38	+0.05	4.35	4.47	-0.12	4.86	4.87	-0.01	4.57	4.38	+0.19
	5	114.8	6.69	6.36	+0.33	6.47	6.36	+0.11	6.75	6.65	+0.10	6.88	6.51	+0.37
WELLER ROAD	3	107.7	3.76	3.62	-0.06	3.80	3.89	-0.09	3.91	4.29	-0.38	3.86	3.86	+0.00
	5	106.9	5.74	5.67	+0.07	5.68	5.69	-0.01	5.43	5.98	-0.55	5.58	5.89	-0.30
WEST ROCKVILLE	3	106.7	3.95	4.01	-0.06	3.68	4.08	-0.40	4.17	4.48	-0.31	3.84	4.03	-0.19
	5	108.4	5.48	5.80	-0.32	5.47	5.81	-0.34	5.79	6.11	-0.32	5.68	6.00	-0.32
WESTBROOK	3	115.2	4.63	4.55	+0.08	4.59	4.64	-0.05	4.88	5.04	-0.16	4.30	4.53	-0.23
	5	116.5	6.39	6.51	-0.12	6.36	6.50	-0.14	6.74	6.79	-0.05	6.89	6.65	+0.24
WESTOVER	3	114.7	4.67	4.52	+0.15	4.87	4.61	+0.26	5.45	5.01	+0.44	4.81	4.50	+0.31
	5	115.8	6.62	6.44	+0.18	6.52	6.44	+0.08	6.92	6.73	+0.19	6.52	6.59	-0.07
WHEATON WOODS	3	107.0	3.92	4.03	-0.11	3.94	4.10	-0.16	4.24	4.50	-0.26	3.77	4.05	-0.28
	5	111.7	5.75	6.09	-0.24	5.90	6.09	-0.19	6.06	6.29	-0.23	5.85	6.26	-0.41
WHETSTONE	3	110.9	4.22	4.28	-0.06	4.54	4.36	+0.18	4.78	4.76	+0.02	4.40	4.28	+0.12
	5	110.4	6.09	5.97	+0.12	6.09	5.98	+0.11	6.25	6.28	-0.03	6.24	6.16	+0.08
WHITTIER WOODS	3	117.9	4.89	4.72	+0.17	4.84	4.82	+0.02	5.32	5.22	+0.10	4.93	4.69	+0.24
	5	119.0	7.39	6.72	+0.67	6.90	6.71	+0.19	7.22	7.00	+0.22	7.13	6.85	+0.28
WILLIAM TYLER PAGE	3	108.5	4.13	4.12	+0.01	3.98	4.20	-0.22	4.33	4.60	-0.27	4.02	4.14	-0.12
	5	114.0	6.23	6.29	-0.06	5.94	6.29	-0.35	5.96	6.58	-0.62	5.94	6.45	-0.51
WOOD ACRES	3	112.1	4.87	4.35	+0.52	4.88	4.44	+0.44	5.03	4.84	+0.19	4.45	4.25	+0.10
	5	117.2	6.80	6.57	+0.23	6.80	6.56	+0.24	7.29	6.85	+0.44	7.03	6.70	+0.33
WOODFIELD	3	114.2	4.49	4.49	+0.00	4.81	4.58	+0.23	5.21	4.97	+0.24	4.77	4.47	+0.30
	5	117.2	6.50	6.58	-0.08	6.49	6.57	-0.08	7.15	6.86	+0.29	6.56	6.71	-0.15
WOODLEY GARDENS	3	112.4	4.19	4.37	-0.18	4.11	4.46	-0.35	4.70	4.86	-0.16	4.25	4.37	-0.12
	5	110.8	6.40	6.01	+0.39	6.12	6.02	+0.10	6.52	6.31	+0.21	6.60	6.19	+0.41
WOODLIN	3	100.8	4.25	3.63	+0.62	4.19	3.69	+0.50	4.41	4.10	+0.31	4.10	3.69	+0.41
	5	108.3	6.25	5.79	+0.46	5.98	5.81	+0.17	6.21	6.10	+0.11	6.33	5.99	+0.34

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (WOODSIDE - JULIUS WEST JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
WOODSIDE	K-6	387	18.9	95.4	19.5	1.0	14.0	17.0	58.5	8.2	12.5	13,934
WYNGATE	K-6	420	19.1	96.1	21.0	1.0	13.7	33.0	27.3	1.2	13.9	21,097
SOUTHLAWN	5-8	478	13.1	94.1	34.5	2.0	10.2	19.0	49.3	6.8	12.1	12,809
W H FARQUHAR	6-8	984	15.9	94.3	59.0	3.0	9.9	17.7	43.5	6.3	12.7	16,130
ARGYLE	7-9	901	15.7	93.4	55.5	2.0	8.5	20.8	46.1	3.8	12.8	14,784
BENJAMIN BANNEKER JR HIGH	7-9	962	16.7	95.1	55.5	2.0	9.2	19.0	34.8	4.0	NA	NA
CABIN JOHN JR HIGH	7-9	940	16.3	96.4	54.5	3.0	8.5	24.0	33.0	3.4	14.5	24,755
COL E BROOKE LEE JR	7-9	818	16.5	95.5	47.5	2.0	9.5	11.7	50.5	2.8	12.9	17,250
COL JOSEPH BELT JR HIGH	7-9	989	16.6	93.7	56.5	3.0	11.8	21.7	48.7	4.8	12.5	14,405
DAMASCUS SR HIGH	9-12	1,084	14.9	92.8	70.5	2.0	14.4	16.7	66.2	10.1	12.2	13,093
EARLE B WOOD JR HIGH	7-9	1,340	19.1	95.7	67.0	3.0	12.6	26.8	60.0	2.5	12.8	20,218
EASTERN JR HIGH	7-9	870	16.4	93.8	50.0	3.0	12.6	18.3	47.2	5.1	12.6	14,245
EDWIN W BROOME JR HIGH	7-9	799	16.0	93.8	48.0	2.0	10.7	17.3	44.0	4.2	12.4	13,870
FRANCIS SCOTT KEY JR HIGH	7-9	761	16.3	95.3	44.7	2.0	10.1	24.5	51.8	1.8	12.7	17,834
GAITHERSBURG JR HIGH	7-9	1,027	14.7	92.2	67.0	3.0	15.4	20.4	45.7	5.5	12.4	13,049
HERBERT HOOVER JR HIGH	7-9	963	16.6	95.7	55.0	3.0	11.3	19.3	55.2	0.5	13.9	21,542
JOHN T BAKER	7-8	579	15.0	94.3	36.5	2.0	10.3	25.5	46.7	8.7	12.5	13,081
JULIUS WEST JR HIGH	7-9	969	15.0	93.7	61.5	3.0	9.9	15.2	41.1	4.9	12.7	15,333

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (WOODSIDE - JULIUS WEST JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME		SKILL AREAS													
		VOCABULARY					READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		GRADE	AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE
WOODSIDE	3	102.5	3.39	3.74	-.35	3.42	3.81	-.39	3.84	4.21	-.37	3.55	3.78	-.23	
	5	98.6	4.97	4.94	+.03	5.22	4.98	+.24	5.67	5.28	-.21	5.01	5.21	-.20	
LYNGATE	2	120.0	4.83	4.85	-.02	5.20	4.96	+.24	5.33	5.35	-.02	4.87	4.81	+.06	
	5	118.6	6.86	6.65	+.17	6.72	6.68	+.04	7.02	6.97	+.05	7.13	6.82	+.31	
SCOTTLAWN	5	109.0	5.31	5.85	-.54	5.41	5.86	-.45	5.33	6.16	-.83	5.35	6.05	-.70	
	7	101.2	6.68	6.73	-.05	6.47	6.74	-.27	6.84	6.91	-.07	6.85	7.00	-.15	
W H FARQUHAR	7	107.4	7.62	7.49	+.13	7.68	7.42	+.26	7.41	7.61	-.20	7.73	7.68	+.05	
ARGYLE	7	107.7	7.90	7.52	+.38	7.60	7.45	+.15	7.92	7.64	+.28	7.75	7.72	+.03	
	9	110.7	9.27	9.33	-.06	9.21	9.24	-.03	9.47	9.21	+.26	9.62	9.39	+.23	
BENJAMIN BANNEKER JR	3	107.8	7.92	7.53	+.39	7.76	7.46	+.30	7.89	7.65	+.24	7.89	7.73	+.16	
	9	111.7	9.38	9.46	-.08	9.31	9.36	-.05	9.25	9.32	-.07	9.41	9.51	-.10	
CABIN JOHN JR HI	7	113.9	8.52	8.20	+.32	8.28	8.13	+.15	8.54	8.34	+.20	8.54	8.40	+.14	
	9	116.5	10.14	10.08	+.06	9.53	9.97	-.04	10.25	9.85	+.40	10.31	10.10	+.21	
COL E BROOKE LEE JR	7	106.1	8.01	7.33	+.68	7.76	7.28	+.48	8.03	7.46	+.57	7.91	7.54	+.37	
	9	112.0	9.87	9.50	+.37	9.56	9.40	+.16	9.84	9.35	+.49	9.55	9.55	+.00	
COL JOSEPH BELT JR HI	7	105.4	7.27	7.24	+.03	7.14	7.20	-.06	7.11	7.38	-.27	7.53	7.46	+.07	
	9	107.8	9.00	8.96	+.04	8.80	8.87	-.07	8.74	8.88	-.14	9.00	9.04	-.04	
DAMASCUS SR JR HI	9	110.1	9.22	9.26	-.04	9.19	9.16	+.03	9.01	9.14	-.13	9.51	9.32	+.19	
EARLE B WOOD JR HI	7	116.0	8.60	8.53	+.07	8.42	8.36	+.06	8.96	8.57	+.39	8.85	8.63	+.22	
	9	115.9	10.03	10.01	+.02	9.87	9.89	-.02	10.07	9.79	+.28	10.17	10.03	+.14	
EASTERN JR HI	7	104.4	7.68	7.12	+.56	7.60	7.09	+.51	7.63	7.27	+.36	7.73	7.35	+.38	
	9	109.2	9.32	9.15	+.17	9.18	9.06	+.12	9.56	9.05	+.51	9.17	9.22	-.05	
EDWIN W BROOME JR HI	7	108.2	7.38	7.58	-.20	7.24	7.51	-.27	7.20	7.70	-.50	7.51	7.77	-.26	
	9	110.2	9.22	9.27	-.05	8.87	9.17	-.30	9.11	9.15	-.04	9.07	9.33	-.26	
FRANCIS SCOTT KEY JR	7	109.9	7.87	7.79	+.08	7.86	7.49	+.17	8.43	7.89	+.54	8.09	7.96	+.13	
	9	112.7	9.78	9.59	+.19	9.46	9.49	-.03	9.94	9.43	+.51	9.72	9.64	+.08	
GAITHERSBURG JR HI	7	106.8	7.22	7.41	-.19	7.13	7.35	-.22	7.20	7.54	-.34	7.49	7.62	-.13	
	9	108.8	8.90	9.09	-.19	8.82	9.00	-.18	8.87	8.59	-.12	9.02	9.16	-.14	
HERBERT FOCVER JR HI	7	115.1	8.52	8.42	+.10	8.36	8.26	+.10	8.81	8.47	+.34	8.71	8.53	+.18	
	9	118.0	10.21	10.20	-.07	9.92	10.16	-.24	10.42	10.02	+.40	10.11	10.28	-.17	
JOHN T BAKER	7	109.3	7.53	7.72	-.19	7.51	7.63	-.12	7.73	7.82	-.09	7.91	7.89	+.02	
JULIUS WEST JR HI	7	111.0	7.73	7.92	-.19	7.74	7.81	-.07	7.88	8.01	-.13	7.92	8.08	-.16	
	9	112.8	9.50	9.61	-.11	9.49	9.50	-.01	9.39	9.44	-.05	9.49	9.65	-.16	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (KENSINGTON JR HIGH - THOMAS S WOOTON SR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$1) (12)
KENSINGTON JR HIGH	7-9	716	16.2	95.0	42.2	2.0	10.7	19.7	52.0	3.3	13.4	18,784
LELAND JR HIGH	7-9	684	16.7	94.4	39.0	2.0	10.6	22.5	42.7	4.0	13.7	20,048
MONTGOMERY HILLS JR HIGH	7-9	771	14.5	93.7	50.0	3.0	11.3	17.2	47.2	4.2	12.6	14,919
MONTGOMERY VILLAGE JR HIGH	7-9	814	15.3	94.6	50.0	3.0	10.1	25.3	33.0	2.3	13.8	18,131
NEWPORT JR HIGH	7-9	883	15.6	94.8	54.5	2.0	11.9	23.0	44.2	6.2	12.5	14,784
NORTH BETHESDA JR HIGH	7-9	1,051	17.5	95.3	57.0	3.0	11.3	22.5	50.0	1.9	13.8	19,953
PARKLAND JR HIGH	7-9	1,123	15.8	95.0	68.0	3.0	10.1	20.6	49.3	3.0	12.6	17,111
POOLESVILLE SR JR HIGH	P-12	664	13.7	91.7	46.5	2.0	12.1	19.5	52.6	10.9	12.0	10,811
RANDOLPH JR HIGH	7-9	704	15.6	94.5	43.0	2.0	8.8	21.9	37.8	3.4	12.5	13,590
REDLAND	7-9	996	15.8	93.8	60.0	3.0	8.0	24.7	38.1	4.4	12.7	16,120
RIDGEVIEW JR	7-8	741	14.7	93.2	47.5	3.0	8.7	19.0	40.6	NA	NA	NA
ROBERT FROST	7-8	982	17.2	95.9	55.0	2.0	10.0	22.0	43.9	2.0	13.4	21,032
ROCKVILLE HIGH	7-12	1,471	17.0	92.8	83.5	3.0	12.0	18.3	56.6	5.5	12.4	15,184
SENECA VALLEY HIGH	9-11	1,040	14.9	92.7	68.0	2.0	10.7	17.7	41.4	5.8	NA	NA
SHERWOOD SR HIGH	9-12	1,248	15.3	90.8	70.5	3.0	11.9	13.0	40.5	7.4	12.7	16,224
SLIGO JR HIGH	7-9	1,003	15.9	94.4	60.0	3.0	11.6	19.0	45.2	3.1	12.6	16,613
TAKOMA PARK JR HIGH	7-9	814	15.3	90.6	51.0	2.0	9.2	13.0	34.0	7.4	12.5	11,471
THOMAS S WOOTON SR HIGH	9-12	1,769	17.7	95.1	76.0	4.0	12.4	15.3	58.0	2.4	13.4	21,071

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (KENSINGTON JR. HIGH - THOMAS S. WOOTTON SR.)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		AVERAGE		VOCABULARY		READING COMPREHENSION		LANGUAGE TOTAL		MATHEMATICAL TOTAL				
		SAS	GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE
KENSINGTON JR HI	7	113.1	8.58	8.18	+0.40	8.30	8.04	+0.26	8.49	8.25	+0.24	8.61	8.31	+0.30
	9	113.2	10.05	9.66	+0.39	9.77	9.55	+0.22	9.99	9.48	+0.51	9.88	9.70	+0.18
LELAND JR HI	7	116.2	8.92	8.55	+0.37	8.64	8.38	+0.26	8.84	8.59	+0.25	8.95	8.65	+0.30
	9	116.6	10.42	10.02	+0.40	10.12	9.90	+0.22	10.30	9.80	+0.50	10.08	10.04	+0.04
MONTGOMERY HILLS JR	7	104.7	7.25	7.16	+0.09	7.01	7.12	-0.11	7.41	7.21	+0.10	7.39	7.39	+0.00
	9	106.7	8.65	8.82	-0.17	8.66	8.73	-0.07	8.67	8.76	-0.09	8.84	8.91	-0.07
MONTGOMERY VILLAGE	7	111.6	8.12	8.03	+0.09	7.91	7.91	+0.00	8.13	8.11	+0.02	8.24	8.18	+0.06
	9	113.0	10.07	9.63	+0.44	9.93	9.53	+0.40	9.87	9.46	+0.41	9.94	9.67	+0.27
NEWPORT JR HI	7	105.9	7.36	7.30	+0.06	7.25	7.26	-0.01	7.40	7.44	-0.04	7.78	7.52	+0.26
	9	106.6	8.97	8.81	+0.16	8.81	8.72	+0.09	9.10	8.75	+0.35	9.38	8.89	+0.49
NORTH BETHESDA JR HI	7	114.9	8.66	8.40	+0.26	8.41	8.24	+0.17	8.71	8.45	+0.26	8.50	8.51	-0.01
	9	116.8	10.24	10.12	+0.12	9.88	10.01	-0.13	9.91	9.89	+0.02	10.14	10.13	-0.01
PARKLAND JR HI	7	108.4	7.41	7.61	-0.20	7.27	7.53	-0.26	7.87	7.72	+0.15	7.66	7.79	-0.04
	9	112.1	9.33	9.52	-0.19	9.19	9.41	-0.22	9.45	9.76	-0.09	9.53	9.56	-0.03
POOLESVILLE SR JR HI	7	103.4	7.00	7.00	+0.00	7.09	6.98	+0.11	6.68	7.16	-0.48	6.69	7.24	-0.55
	9	103.0	8.42	8.34	+0.08	8.46	8.26	+0.20	8.02	8.35	-0.33	8.46	8.46	+0.00
RANDOLPH JR HI	7	105.8	7.31	7.29	+0.02	7.19	7.24	-0.05	7.49	7.43	+0.06	7.35	7.51	-0.16
	9	108.0	8.96	8.99	-0.03	8.78	8.89	-0.11	8.89	8.91	-0.02	9.04	9.06	-0.02
REDLAND	7	108.0	7.96	7.56	+0.40	7.02	7.49	+0.13	7.88	7.67	+0.21	7.87	7.75	+0.12
	9	111.0	9.34	9.37	-0.03	9.21	9.27	-0.06	9.19	9.24	-0.05	9.39	9.43	-0.04
RICEVIEW JR	7	106.7	7.47	7.40	+0.07	7.32	7.34	-0.02	7.22	7.53	-0.31	7.57	7.61	-0.04
ROBERT FROST	7	113.1	8.33	8.18	+0.15	8.28	8.04	+0.24	8.92	8.25	+0.67	8.59	8.31	+0.28
ROCKVILLE HI	9	108.8	8.96	9.09	-0.13	8.91	9.00	-0.09	8.90	8.99	-0.09	9.27	9.16	+0.11
SENECA VALLEY HI	9	108.8	9.15	9.09	+0.06	9.16	9.00	+0.16	9.05	8.99	+0.06	9.40	9.16	+0.24
SHERWOOD SR JR HI	9	109.3	9.21	9.15	+0.06	9.16	9.06	+0.10	8.87	9.05	-0.18	9.06	9.22	-0.16
SLIGO JR HI	7	111.8	7.96	8.02	-0.04	7.78	7.90	-0.12	7.87	8.10	-0.23	8.03	8.17	-0.14
	9	111.3	9.31	9.41	-0.10	9.10	9.31	-0.21	9.04	9.27	-0.23	9.42	9.47	-0.05
TAKOMA PARK JR HI	7	101.2	6.67	6.73	-0.06	6.60	6.74	-0.13	7.06	6.91	+0.15	6.73	7.00	-0.27
	9	104.3	8.47	8.51	-0.04	8.18	8.43	-0.25	8.53	8.49	+0.04	8.32	8.61	-0.29
THOMAS S WOOTTON SR	9	116.3	10.01	10.06	-0.05	9.82	9.94	-0.12	9.93	9.83	+0.10	10.16	10.06	+0.09

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (THOMAS W PYLE JR HIGH - WHITE OAK JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
THOMAS W PYLE JR HIGH	7-9	1,225	17.5	95.3	67.0	3.0	10.8	16.8	38.6	2.7	14.5	24,810
TILDEN JR	7-9	734	17.1	94.7	41.0	2.0	11.4	20.5	51.2	0.6	13.1	17,596
WESTERN JR HIGH	7-9	818	15.4	95.9	51.0	2.0	13.3	7.0	38.7	2.3	13.9	21,547
WHITE OAK JR HIGH	7-9	1,068	16.4	95.3	62.0	3.0	11.9	28.5	44.6	1.2	12.9	20,337

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY (THOMAS W. PYLE JR. HIGH - WHITE OAK JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

MONTGOMERY COUNTY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NCRM	DIFFER- ENCE
THOMAS W PYLE JR HI	7	116.5	8.94	8.59	+35	8.63	8.42	+21	8.84	8.63	+21	8.98	8.68	+30
	9	119.2	10.51	10.43	+8	10.14	10.31	-17	10.56	10.15	+41	10.53	10.43	+10
TILCEN JR	7	114.5	8.91	8.35	+56	8.54	8.20	+34	8.90	8.40	+50	9.08	8.46	+62
	9	116.6	10.36	10.10	+26	10.07	9.98	+9	10.37	9.86	+51	10.31	10.11	+20
WESTERN JR HI	7	115.0	8.76	8.41	+35	8.44	8.25	+19	8.79	8.46	+33	8.54	8.52	+2
	9	117.3	10.59	10.19	+40	10.25	10.07	+18	10.26	9.94	+32	10.15	10.20	-5
WHITE OAK JR HI	7	113.4	8.32	8.21	+11	8.17	8.08	+9	8.45	8.28	+17	8.36	8.34	+2
	9	114.2	10.04	9.79	+25	9.87	9.68	+19	9.80	9.60	+20	9.91	9.82	+9

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Prince George's County



Utilization of a Systematic Approach in Improving Instruction.

The Maryland Accountability Program provided a measure of school effectiveness through achievement scores. In this way, it was possible for school administrations of exceptional schools to identify particular features of their school's instructional programs which may have contributed to their higher than expected achievement scores. With this as a first step, a survey of all schools was then conducted to elicit from school principals a list of instructional activities which, in their view, have a positive effect on student achievement. The survey was also designed to obtain the principal's assessment of special instructional activities that had been undertaken to overcome previously identified instructional program deficiencies. The primary purpose of the survey was to compile a list of demonstrate effective instructional activities which would then be made available to schools, where appropriate, to strengthen the instructional program. A corollary purpose of the survey was to identify deficient areas in the instructional program.

In order to add specificity to the survey responses, schools were provided with test data on the proportions of pupils answering correctly the set of items for each of the skills measured by the Reading Comprehension, Language Usage, and Mathematics Problem Solving subtests of the Iowa Tests of Basic Skills. These proportions were plotted on a graph on which had been superimposed the corresponding proportions of pupils in the national sample. Variations in the differences between a school's proportions and the national sample proportions were the basis for determining where greater emphasis was needed in a school's instructional program. In this way, a needs assessment was made.

In response to the needs assessment, action programs to overcome identified deficiencies were developed. These action programs included lists of instructional activities related to the skills measured by the ITBS subtests indicated above.

The foregoing is a brief description of the systematic approach that the Prince George's County School System is utilizing to improve instruction.

Interpretation and Presentation of MAP Test Results to the Educational Community and to the General Public

In the educational community, workshops on the interpretation of test results were held for instructional supervisors and for school principals. In these workshops, particular emphasis was given to the derivation of expected achievement scores and to the difference between actual and expected scores as a measure of instructional effectiveness.

The focus of the workshops for school principals was on the preparation of a report of the school's test results to the school community. After the preparation of this report a letter is sent by the school to each parent describing the testing program and the type of scores used in reporting the test results, indicating where the instructional program is most effective and where greater emphasis is needed. The last part of the letter outlines plans the school has formulated to improve the instructional program. Also after the report is prepared, an open meeting is held with the school community to have a more detailed discussion of the test results. In the preparation for the open meeting, school principals review basic measurement concepts and consider possible out-of-school and in-school factors that may have influenced pupil achievement.

At the system level, results of tests are first presented to the school superintendent and his immediate staff. This presentation includes an interpretation of the data and a discussion of strategies for utilizing test results to improve instruction. Plans are also made for reporting the test results to the Board of Education and to the public media.

In the presentations, particular emphasis is given to the direction in which pupil achievement is moving. As results of tests are assembled longitudinally, the interest of the school system has been to identify those modifications in the instructional longitudinal data are assembled, they are to be studied with respect to possible relationships between modifications and changes in pupil achievement.

Locally initiated evaluative efforts

In the 1975-76 school year, a frequency count was made of the instructional objectives in the areas of reading, writing and mathematics that were prepared by local schools as part of the implementation of the Maryland Accountability Program. The purpose of the frequency count was to determine which instructional objectives were common to a sufficient number of schools for them to be considered systemwide objectives and, as such, to add further definition to the school system's basic curriculum. After appropriate revisions in the school system's basic curriculum have been made, an examination is to be undertaken to identify those objectives which are not measured by the Iowa Tests of Basic Skills. Directions will then be made on the methods to be used for the assessment component of the MAP.

In addition to the assessment component of the MAP, this school system conducts a testing program in the senior high schools. This past school year, basic skills tests in grammar and mathematics were given in selected eleventh-grade classes and standardized biology and American history tests were given to students taking those respective courses. Revisions in this program, recommended for the coming school year, consist of administering basic skills tests in reading, grammar, and mathematics to all tenth-grade students at the end of the school year. The standardized biology and American history tests will continue to be administered at the end of the respective courses. Additional courses will be evaluated as tests that are congruent with course objectives can be selected.

Program Modifications

An examination of the data available, has led the school system as a whole to make certain changes in program emphasis and to examine instructional strategies being used. In the

In the area of reading, each local school has reviewed its total reading program and objectives and brought them in line with the state and county goals of the MAP. At the same time, these county and state goals have been incorporated in the County Educational Master Plan and in its graphic presentation of reading skills to be developed. The data have helped to identify areas that needed focus in terms of content and specific grade level. The area of reading comprehension with specific attention to interpretive type questions has been so identified. A more thorough examination of what is occurring

in reading instruction at grades five, seven, and nine has been made. A junior-high reading plan has been developed which can be used as a model by individual junior high schools. At grade 5, an examination was made of the amount of time spent in teaching reading skills and the type of instructional strategies being used. A handbook of instructional strategies for teaching reading has been developed and distributed to schools. The use of the Maryland Functional Reading Test has led to more time being spent on developing functional reading skills.

In the area of writing, a handbook of instructional strategies has also been developed for teaching writing skills. This covers each of the four levels: primary, intermediate, junior high, and senior high. All language textbooks used in elementary schools have been evaluated relative to language, usage skills measured by the ITBS. A cross-index was developed and was circulated to all elementary schools to provide teachers of specific skills where a particular need has been identified with ready access to materials. A checklist of language arts skills for grades 1-6 has been developed as a diagnostic/learning tool covering the following areas: listening, spelling, language, mechanics of writing, and rhetoric. This checklist will be piloted in 18 elementary schools during the next school year.

A handbook on instructional strategies for the teaching of mathematics was developed and distributed to schools this year. A checklist of math skills for grades 7 and 8 was developed and is being phased into use by all junior schools. The approved textbook list for mathematics was expanded to include more materials on the development of computational skills. During the year, meetings were held with all junior high mathematics departments to acquaint them with the format of test items and their construction so teachers might familiarize students with the format. Substantial use was made of the printout on the sub-skills performance data so teachers may identify areas of specific weaknesses and give attention to them in their instructional program. To insure that materials are being used properly at the local school-level a continuous monitoring of the program has been undertaken.

Unmet Needs

A major unmet need is the evaluation of pupil progress toward those instructional objectives that are not measured by the Iowa Tests of Basic Skills. Additional unmet needs include assessment of curriculum areas beyond reading, writing, and mathematics, such as social studies, science, and higher mathematics courses. Effective measures are needed to assess outcomes of specific curriculum content to evaluate the effectiveness of instruction. A critical unmet need is identifying in-school factors and instructional methods that are positively related to pupil achievement as a basis for improving instruction.

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCH'OL AGE CHILDREN
684,600	\$15,432	5.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.6	12.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
148,558	\$13,982	\$24,567	10.5	20.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
29.0%	18.7	86.8%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,306.44	\$939.63	71.9%	\$34.86

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.7%	\$7.35	0.6%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	10,661	91.15	158	100.3	16.08	3.61	1.13
	5	11,559	93.92	158	102.2	16.33	5.21	1.56
	7	12,786	90.00	41	103.4	16.65	6.84	1.89
	9	12,719	89.67	41	105.7	16.93	8.40	2.08
(2) READING COMPRE- HENSION (ITBS)	3	10,661	90.19	158	100.3	16.08	3.75	1.22
	5	11,559	93.60	158	102.2	16.33	5.30	1.50
	7	12,786	90.56	41	103.4	16.65	6.85	1.81
	9	12,719	89.62	41	105.7	16.93	8.41	1.99
(3) SPELLING (ITBS)	3	10,661	90.90	158	100.3	16.08	4.22	1.37
	5	11,559	93.99	158	102.2	16.33	5.55	1.78
	7	12,786	89.98	41	103.4	16.65	6.92	2.13
	9	12,719	89.63	41	105.7	16.93	8.31	2.37
(4) CAPITAL- IZATION (ITBS)	3	10,661	90.84	158	100.3	16.08	3.97	1.31
	5	11,559	93.90	158	102.2	16.33	5.47	1.73
	7	12,786	89.95	41	103.4	16.65	6.87	2.11
	9	12,719	89.40	41	105.7	16.93	8.47	2.38
(5) PUNCTUATION (ITBS)	3	10,661	90.64	158	100.3	16.08	4.08	1.44
	5	11,559	93.75	158	102.2	16.33	5.43	1.67
	7	12,786	89.77	41	103.4	16.65	6.74	2.09
	9	12,719	89.04	41	105.7	16.93	8.26	2.33

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE +
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	10,661	90.33	158	100.3	16.08	4.00	1.29
	5	11,559	93.55	158	102.2	16.33	5.63	1.66
	7	12,786	90.33	41	103.4	16.65	7.15	2.05
	9	12,719	89.33	41	105.7	16.93	8.47	2.31
(7) LANGUAGE TOTAL (ITBS)	3	10,661	88.02	158	100.3	16.08	4.11	1.17
	5	11,559	92.05	158	102.2	16.33	5.56	1.50
	7	12,786	86.41	41	103.4	16.65	6.98	1.84
	9	12,719	83.76	41	105.7	16.93	8.46	2.08
(8) MATHEMATICAL CONCEPTS (ITBS)	3	10,661	91.22	158	100.3	16.08	3.69	1.01
	5	11,559	93.99	158	102.2	16.33	5.52	1.43
	7	12,786	90.41	41	103.4	16.65	7.25	1.74
	9	12,719	89.99	41	105.7	16.93	8.69	1.98
(9) MATHEMATICAL PROBLEMS (ITBS)	3	10,661	90.86	158	100.3	16.08	3.68	1.08
	5	11,559	93.78	158	102.2	16.33	5.36	1.36
	7	12,786	90.25	41	103.4	16.65	6.97	1.71
	9	12,719	89.62	41	105.7	16.93	8.43	2.01
(10) MATHEMATICAL TOTAL (ITBS)	3	10,661	90.55	158	100.3	16.08	3.72	0.98
	5	11,559	93.62	158	102.2	16.33	5.47	1.31
	7	12,786	89.16	41	103.4	16.65	7.14	1.62
	9	12,719	88.32	41	105.7	16.93	8.60	1.88

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES †)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	98.7	99.8	100.3
	5	99.1	102.5	102.2
	7	103.4	104.3	103.4
	9	101.2	104.0	105.7
VOCABULARY (ITBS)	3	3.51	3.54	3.61
	5	5.21	5.24	5.21
	7	6.87	6.75	6.84
	9	8.51	8.33	8.40
READING COMPREHENSION (ITBS)	3	3.55	3.65	3.75
	5	5.34	5.32	5.30
	7	6.94	6.79	6.85
	9	8.14	8.41	8.41
LANGUAGE TOTAL (ITBS)	3	3.66	3.96	4.11
	5	5.34	5.47	5.56
	7	6.97	6.80	6.98
	9	8.46	8.36	8.46
MATHEMATICAL TOTAL (ITBS)	3	3.61	3.77	3.72
	5	5.45	5.47	5.47
	7	7.30	7.09	7.14
	9	8.68	8.55	8.60

† SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

PRINCE GEORGES COUNTY (ACCOKEEK - BOND MILL)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ACCOKEEK	K-6	319	17.9	95.3	16.8	1.0	13.6	13.0	14.6	10.9	12.1	11,798
ADELPHI	K-6	651	20.9	94.8	29.1	2.0	7.4	16.5	25.1	7.9	12.6	12,685
AGER ROAD	K-6	424	19.5	94.9	20.4	1.0	11.7	19.3	22.9	4.5	12.2	11,122
ALLENWOOD	K-6	463	20.0	95.5	21.9	1.0	9.7	11.0	32.3	3.5	12.6	16,483
ANDREWS AIR FORCE BASE	K-6	477	19.9	95.3	23.0	1.0	9.6	18.0	15.8	2.2	12.4	9,968
APPLE GROVE	K-6	415	17.6	95.7	22.6	1.0	13.6	27.0	22.0	4.6	12.5	13,645
ARDMORE	K-6	549	21.4	95.8	24.7	1.0	8.9	20.1	23.3	5.4	12.4	13,425
ARROWHEAD	K-6	719	21.9	96.8	30.9	2.0	10.4	15.5	38.3	7.5	12.2	14,063
AVALON	K-6	425	19.5	96.4	20.8	1.0	12.5	18.0	15.1	4.8	12.4	14,401
BADEN	P3-6	434	19.2	96.9	21.5	1.0	12.2	25.0	11.1	12.5	11.1	9,547
BARNABY MANOR	K-6	549	21.1	93.4	25.0	1.0	8.9	20.0	46.1	2.5	12.6	12,986
BEACON HEIGHTS	K-6	417	20.0	96.1	19.8	1.0	12.4	19.0	18.3	3.9	12.3	11,882
BEAVER HEIGHTS	K-6	369	17.3	95.4	20.3	1.0	10.9	49.0	38.0	9.0	12.1	11,496
BELTSVILLE	K-6	630	18.3	95.5	32.4	2.0	11.6	13.7	29.4	1.8	12.4	13,623
BERKSHIRE	K-6	541	20.0	98.8	25.1	2.0	11.3	18.0	40.2	3.4	12.3	10,805
BERWYN HEIGHTS	K-6	344	18.5	95.8	17.6	1.0	15.2	18.0	32.3	5.4	12.4	13,735
BLADENSBURG	K-6	654	19.2	93.9	32.0	2.0	9.7	16.5	33.8	11.9	12.2	11,017
BOND MILL	K-6	594	20.4	96.7	27.1	2.0	10.1	25.0	26.0	0.1	12.6	16,024

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (ACCOKEEK - BOND MILL)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS														
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL			
		AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE		
ACCOKEEK	3	100.8	3.91	3.63	+0.28	3.99	3.09	+0.30	4.71	4.10	+0.61	4.04	3.69	+0.35		
	5	103.5	5.29	5.37	-0.08	5.50	5.40	+0.10	5.60	5.70	-0.10	5.51	5.61	-0.10		
ADELPHI	3	99.0	3.43	3.52	-0.09	3.37	3.58	-0.21	3.81	3.98	-0.17	3.62	3.58	+0.04		
	5	99.8	4.92	5.05	-0.13	4.89	5.09	-0.20	5.25	5.29	-0.14	5.32	5.21	+0.01		
AGER ROAD	3	98.4	3.81	3.48	+0.33	3.98	3.54	+0.44	3.98	3.94	+0.04	3.79	3.54	+0.25		
	5	101.7	5.15	5.21	-0.06	5.21	5.25	-0.04	5.52	5.55	-0.03	5.17	5.46	-0.29		
ALLENWOOD	3	101.2	3.64	3.66	-0.02	3.84	3.72	+0.12	4.04	4.12	-0.08	3.80	3.71	+0.09		
	5	106.3	5.44	5.61	-0.17	5.52	5.64	-0.12	5.85	5.93	-0.08	5.88	5.83	+0.05		
ANDREWS AIR FORCE	3	103.5	3.94	3.80	+0.14	4.14	3.87	+0.27	4.70	4.27	+0.43	3.82	3.84	-0.02		
	5	107.5	5.63	5.72	-0.09	5.65	5.74	-0.09	5.37	6.03	-0.66	5.76	5.93	-0.17		
APPLE GROVE	3	108.0	4.27	4.14	+0.13	4.46	4.22	+0.26	4.59	4.62	-0.03	4.38	4.15	+0.23		
	5	106.8	5.78	5.66	+0.12	5.90	5.68	+0.22	6.05	5.97	+0.08	5.73	5.87	-0.14		
ARMORE	3	101.1	3.54	3.65	-0.11	3.77	3.71	+0.06	4.15	4.12	+0.03	3.79	3.70	+0.09		
	5	100.7	4.97	5.13	-0.16	5.07	5.16	-0.09	5.68	5.46	+0.22	5.27	5.38	-0.11		
ARROWHEAD	3	102.7	3.85	3.75	+0.10	4.04	3.82	+0.22	4.56	4.22	+0.34	3.94	3.80	+0.14		
	5	101.0	5.64	5.15	+0.49	5.25	5.19	+0.06	6.08	5.49	+0.59	6.26	5.40	+0.86		
AVALON	3	98.9	3.28	3.51	-0.23	3.44	3.57	-0.13	4.08	3.97	+0.11	3.40	3.57	-0.17		
	5	103.0	5.37	5.33	+0.04	5.30	5.36	-0.06	5.25	5.65	-0.40	5.20	5.56	-0.36		
BADEN	3	95.7	3.02	3.31	-0.29	3.28	3.36	-0.08	3.95	3.76	+0.19	3.29	3.39	-0.10		
	5	92.7	4.50	4.43	+0.07	4.64	4.48	+0.16	5.01	4.79	+0.22	5.00	4.74	+0.26		
BARNABY HANCO	3	94.5	3.22	3.23	-0.01	3.41	3.28	+0.13	3.70	3.69	+0.01	3.35	3.32	+0.03		
	5	104.6	5.26	5.47	-0.21	5.55	5.49	+0.06	6.38	5.79	+0.59	5.64	5.69	-0.05		
BEACON HEIGHTS	3	98.4	3.12	3.48	-0.36	3.30	3.54	-0.24	3.88	3.94	-0.06	3.53	3.54	-0.01		
	5	97.3	4.54	4.83	-0.29	4.61	4.87	-0.26	4.67	5.17	-0.48	4.86	5.11	-0.25		
BEAVER HEIGHTS	3	94.6	3.56	3.24	+0.32	3.58	3.29	+0.29	4.15	3.69	+0.46	3.55	3.32	+0.23		
	5	96.2	4.75	4.73	+0.02	4.91	4.78	+0.13	5.12	5.08	+0.04	5.11	5.02	+0.09		
BELTSVILLE	3	103.9	3.93	3.83	+0.10	4.02	3.90	+0.12	4.42	4.30	+0.12	3.85	3.87	-0.02		
	5	101.6	5.21	5.20	+0.01	5.52	5.24	+0.28	5.33	5.54	-0.21	5.25	5.45	-0.20		
BERKSHIRE	3	98.6	3.22	3.49	-0.27	3.22	3.55	-0.33	3.48	3.95	-0.47	3.26	3.56	-0.30		
	5	101.5	4.94	5.20	-0.26	4.91	5.23	-0.32	5.32	5.53	-0.21	5.25	5.44	-0.19		
BERWYN HEIGHTS	3	97.3	3.10	3.41	-0.31	3.48	3.46	+0.02	3.77	3.87	-0.10	3.44	3.48	-0.04		
	5	98.7	4.96	4.95	+0.01	5.15	4.99	+0.16	5.42	5.29	+0.13	5.13	5.22	-0.09		
BLADENSBURG	3	99.2	3.24	3.55	-0.31	3.44	3.61	-0.17	4.23	4.01	+0.22	3.48	3.61	-0.13		
	5	96.0	4.44	4.71	-0.27	4.57	4.76	-0.19	4.76	5.07	-0.31	4.77	5.00	-0.23		
BOND MILL	3	112.2	4.52	4.36	+0.16	4.52	4.45	+0.07	5.00	4.85	+0.15	4.34	4.36	-0.02		
	5	109.7	6.03	5.91	+0.12	6.31	5.92	+0.39	6.47	6.22	+0.25	6.44	6.10	+0.34		

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (BRADBURY HEIGHTS - COLLEGE PARK)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$12)
BRADBURY HEIGHTS	K-6	477	21.2	94.9	21.5	1.0	8.3	22.0	23.5	9.5	12.3	11,038
BRANDYWINE	K-6	564	19.5	94.2	26.9	2.0	11.9	21.3	23.5	5.6	12.1	12,044
BRENTWOOD	P-6	238	17.0	94.3	13.0	1.0	8.9	15.0	26.4	4.5	11.2	9,394
BUCKINGHAM	K-6	436	19.4	98.8	21.5	1.0	10.0	34.0	26.7	2.9	12.7	15,859
CALVERTON	K-6	632	21.2	96.8	27.8	2.0	14.7	24.9	37.9	3.0	12.6	13,234
CAMP SPRINGS	K-6	409	15.4	12.5	25.5	1.0	12.1	20.0	43.4	4.5	12.4	14,403
CAPITOL HEIGHTS	K-6	464	20.1	95.0	21.1	2.0	14.2	24.0	21.5	6.7	12.1	11,163
CAKMODY HILLS	K-6	464	20.4	96.2	21.7	1.0	10.4	20.0	33.0	5.8	12.3	13,512
CAROLE HIGHLANDS	K-6	565	22.6	96.0	23.0	2.0	8.7	18.5	31.2	3.9	12.4	12,407
CARROLLTON	K-6	436	21.0	95.6	19.8	1.0	13.1	20.0	23.1	2.8	12.4	13,973
CATHERINE T REED	K-6	545	20.2	93.8	25.0	2.0	10.7	22.0	26.7	6.3	12.4	12,039
CHAPEL FORGE	K-6	572	21.5	95.1	24.6	2.0	13.1	19.5	41.7	1.8	12.8	15,483
CHEROKEE	K-6	587	20.3	96.7	26.9	2.0	12.2	19.3	24.2	1.7	12.6	15,504
CHESTNUT HILLS	K-6	524	21.3	95.4	23.6	1.0	11.3	21.0	20.3	2.2	12.4	13,415
CHEVERLY TUXEDO	K-6	294	19.9	96.4	13.8	1.0	13.7	21.0	31.1	8.1	12.6	15,512
CHILLUM	K-6	439	19.3	94.4	21.7	1.0	9.2	22.8	17.6	2.4	12.3	11,250
CLINTON GROVE	K-6	574	20.9	95.4	25.4	2.0	9.3	16.8	27.7	3.5	12.2	12,957
COLLEGE PARK	K-6	234	18.1	96.1	11.9	1.0	11.3	15.0	46.5	4.7	12.8	14,081

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (BRADBURY HEIGHTS - COLLEGE PARK)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE
BRADBURY HEIGHTS	3	98.6	3.16	3.49	-.33	3.43	3.55	-.12	4.11	3.95	+.16	3.54	3.56	-.02
	5	97.5	4.22	4.85	-.63	4.54	4.89	-.25	4.78	5.19	-.41	4.71	5.12	-.41
BRANTWINE	3	100.0	3.69	3.63	+.06	3.97	3.69	+.28	3.80	4.10	-.30	3.79	3.69	+.10
	5	102.0	5.34	5.32	+.02	5.49	5.35	+.14	5.37	5.65	-.28	5.60	5.51	+.09
BRENTWOOD	3	91.0	2.63	3.01	-.38	2.44	3.05	-.61	2.68	3.48	-.78	2.82	3.11	-.29
	5	91.5	3.81	4.32	-.51	4.41	4.38	+.03	4.62	4.69	-.07	4.39	4.64	-.25
BUCKINGHAM	3	105.4	3.61	3.92	-.31	3.87	4.00	-.13	4.22	4.40	-.18	4.01	3.96	+.05
	5	107.9	5.68	5.75	-.07	5.36	5.77	-.41	6.09	5.07	+.02	5.70	5.96	-.26
CALVERTON	3	108.0	4.25	4.09	+.16	4.41	4.17	+.24	4.63	4.57	+.06	4.35	4.11	+.24
	5	108.8	6.09	5.83	+.26	6.18	5.85	+.33	6.46	6.14	+.32	6.17	6.03	+.14
CAMP SPRINGS	3	98.9	3.82	3.51	+.31	3.73	3.57	+.16	4.17	3.57	+.60	3.74	3.57	+.17
	5	102.3	5.30	5.27	+.03	5.40	5.30	+.10	5.4	5.60	-.24	5.50	5.51	-.01
CAPITOL HEIGHTS	3	93.4	3.33	3.16	+.17	3.93	3.21	+.72	4.10	3.61	+.49	3.44	3.25	+.19
	5	98.8	4.59	4.53	+.06	4.72	5.00	-.28	5.14	5.10	-.04	4.81	5.23	-.42
CARMODY HILLS	3	96.5	3.35	3.36	-.01	3.39	3.41	-.02	4.05	3.82	+.23	3.59	3.43	+.16
	5	99.7	4.99	5.04	-.05	4.99	5.08	-.09	5.30	5.38	-.08	5.08	5.30	-.22
CAROLE HIGHLANDS	3	100.8	3.54	3.63	-.09	3.54	3.69	-.15	3.96	4.10	-.14	3.40	2.69	+.71
	5	101.9	5.12	5.23	-.11	5.16	5.26	-.10	5.79	5.56	+.23	5.50	5.48	+.02
CARNOLLTON	3	101.0	3.46	3.64	-.18	3.58	3.71	-.13	3.98	4.11	-.13	3.81	3.70	+.11
	5	109.0	5.64	5.85	-.21	5.60	5.86	-.26	7.55	6.16	+.19	5.92	6.05	-.13
CATAPRINE REED	3	94.1	3.06	3.20	-.14	3.20	3.25	-.05	3.58	2.66	+.92	3.23	3.29	-.06
	5	99.5	4.85	5.02	-.17	5.02	5.06	-.04	5.13	5.26	-.23	5.10	5.28	-.18
CHAPEL FOREST	3	108.6	4.19	4.13	+.06	4.27	4.21	+.06	4.52	4.61	-.09	4.22	4.14	+.08
	5	114.9	6.33	6.37	-.04	6.41	6.36	+.05	6.75	6.66	+.09	6.57	6.52	+.05
CHELSEA	3	106.1	3.94	3.97	-.03	4.19	4.04	+.15	4.49	4.44	+.05	4.22	4.00	+.22
	5	108.1	5.81	5.77	+.04	5.88	5.79	+.09	5.98	6.08	-.10	6.18	5.97	+.21
CHESTNUT HILLS	3	100.5	3.82	3.61	+.21	3.88	3.67	+.21	3.85	4.08	-.19	3.67	3.67	+.00
	5	107.7	5.77	5.74	+.03	5.74	5.75	-.01	5.98	6.05	-.07	5.89	5.94	-.05
CHEVERLY TUXEDO	3	107.5	4.12	4.06	+.06	4.26	4.14	+.12	4.88	4.54	+.34	4.11	4.08	+.03
	5	103.2	5.71	5.34	+.37	6.00	5.37	+.63	6.12	5.67	+.45	5.73	5.58	+.15
CHILLUM	3	92.5	3.47	3.10	+.37	3.51	3.15	+.36	3.71	3.55	+.16	3.45	3.20	+.25
	5	99.8	4.68	5.03	-.06	4.80	5.07	-.27	5.60	5.27	+.33	5.25	5.29	-.04
CLINTON GROVE	3	102.7	3.72	3.75	-.03	3.95	3.82	+.13	4.67	4.22	+.45	3.89	3.80	+.09
	5	107.6	5.97	5.73	+.24	5.77	5.75	+.02	6.36	6.04	+.32	5.86	5.93	-.07
COLLEGE PARK	3	107.7	3.98	4.07	-.09	3.92	4.15	-.23	4.10	4.55	-.45	3.83	4.09	-.26
	5	103.0	5.85	5.33	+.52	5.99	5.36	+.63	5.83	5.65	+.18	5.91	5.56	+.35

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (COLMAR MANOR - FT WASHINGTON FOREST)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
COLMAR MANOR	K-6	385	20.1	94.3	18.1	1.0	9.5	24.0	29.8	7.5	11.1	10,915
COLUMBIA PARK	P-6	581	21.3	93.9	25.3	2.0	10.2	17.1	17.6	4.1	12.3	12,106
CONCORD	K-6	557	20.3	97.5	25.4	2.0	12.0	31.0	25.5	7.4	12.1	10,895
COOPER LANE	K-6	489	22.7	95.1	20.5	1.0	9.0	28.0	15.3	4.6	12.3	13,266
CRESTVIEW	K-6	481	19.6	96.2	23.5	1.0	13.6	10.0	16.3	1.5	12.3	13,814
DEERFIELD RUN	K-6	693	24.3	94.9	26.5	2.0	7.4	13.9	22.8	NA	NA	NA
DISTRICT HEIGHTS	3-6	331	18.5	95.2	16.9	1.0	10.3	31.0	13.4	7.5	12.2	10,815
DODGE PARK	K-6	575	20.6	91.5	30.8	2.0	8.0	20.4	35.1	7.6	12.21	9,694
DOSWELL E BROOKS	K-6	613	21.3	94.3	26.7	2.0	8.9	32.0	28.6	9.2	12.2	10,159
DOUGLASS	P-6	302	19.4	97.0	14.6	1.0	13.0	17.0	15.7	8.7	12.3	13,669
EDGAR ALLAN POE	K-3	387	20.8	96.6	17.6	1.0	7.7	26.9	29.0	6.2	12.3	12,088
EDMONSTON	K-6	228	16.1	95.2	13.2	1.0	15.6	17.0	3.5	8.2	11.7	11,215
FLINTSTONE	K-6	361	20.2	96.2	16.9	1.0	10.8	16.6	29.1	2.8	12.4	13,429
FOREST HEIGHTS	K-6	480	20.9	93.3	22.0	1.0	11.3	19.0	27.4	5.0	12.3	12,354
FORESTVILLE	K-6	455	20.8	95.6	20.9	1.0	11.8	31.0	22.8	7.2	12.2	10,772
FORT FOOTE	K-6	393	19.9	96.9	18.7	1.0	14.0	25.0	16.7	5.4	12.5	14,261
FT WASHINGTON FOREST	K-6	543	21.0	96.1	24.8	1.0	9.4	16.0	14.7	2.6	12.6	15,561

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (COLMAR MANOR - FT. WASHINGTON FOREST)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SCHOOL NAME	SKILL AREAS													
	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE GE	MARY- LAND NCRN	DIFFER- ENCE	AVERAGE GE	MARY- LAND NCRN	DIFFER- ENCE	AVERAGE GE	MARY- LAND NCRN	DIFFER- ENCE	AVERAGE GE	MARY- LAND NCRN	DIFFER- ENCE
COLMAR MANOR	3	91.6	2.88	3.05	-.17	3.06	3.09	-.03	3.15	3.50	-.35	3.02	3.15	-.13
	5	95.4	4.73	4.66	+.07	4.66	4.71	-.05	4.84	5.01	-.17	4.77	4.96	-.19
COLUMBIA PARK	3	94.2	3.18	3.22	-.04	3.30	3.27	+.03	3.84	3.67	+.17	3.33	3.30	+.03
	5	95.8	4.50	4.70	-.20	4.36	4.75	-.39	4.47	5.05	-.58	4.52	4.99	-.47
CONCORD	3	97.3	4.14	3.41	+.73 *	3.79	3.46	+.33	4.79	3.87	+.92 *	3.82	3.48	+.34
	5	97.6	4.93	4.85	+.08	4.86	4.90	-.04	5.68	5.20	+.48	5.33	5.13	+.20
COOPER LANE	3	96.8	3.41	3.38	+.03	3.52	3.43	+.09	4.12	3.84	+.28	3.59	3.45	+.14
	5	98.8	4.44	4.96	-.52	4.66	5.00	-.34	4.61	5.20	-.69	4.73	5.23	-.50
CRESTVIEW	3	106.4	4.08	3.99	+.09	4.27	4.06	+.21	4.42	4.46	-.04	4.04	4.01	+.03
	5	103.7	5.55	5.39	+.16	5.68	5.42	+.26	5.66	5.71	-.05	5.97	5.62	+.35
DEERFIELD RUN	3	99.4	3.53	3.54	-.01	4.14	3.60	+.54	4.08	4.01	+.07	3.79	3.66	+.13
	5	100.3	5.29	5.09	+.20	5.22	5.13	+.09	5.50	5.43	+.07	5.42	5.35	+.07
DISTRICT HEIGHTS	3	98.0	3.28	3.48	-.17	3.58	3.51	+.07	3.90	3.91	-.01	3.30	3.52	-.22
	5	100.1	4.93	5.07	-.14	4.90	5.11	-.21	5.45	5.41	+.04	5.19	5.33	-.14
EDGE PARK	3	97.1	2.58	3.40	-.82	3.00	3.45	-.45	3.30	3.86	-.56	3.00	2.47	+.53
	5	90.2	3.87	4.22	-.35	3.55	4.28	-.73	4.28	4.59	-.31	4.45	4.55	-.10
EDSWELL E BROOKS	3	99.9	3.14	3.57	-.43	3.38	3.64	-.26	3.59	4.04	-.45	3.44	2.63	+.81
	5	95.1	4.32	4.64	-.32	4.73	4.69	+.04	4.59	4.99	-.40	4.66	4.93	-.27
DOUGLASS	3	96.4	3.25	3.35	-.10	3.48	3.40	+.08	3.69	3.81	-.12	3.20	3.43	-.23
	5	99.3	4.83	5.00	-.17	5.02	5.04	-.02	4.74	5.34	-.60	5.34	5.27	+.07
EDGAR ALLAN POE	3	97.5	3.43	3.42	+.01	3.47	3.48	-.01	3.53	3.88	-.35	3.31	3.49	-.18
	5	94.1	2.83	3.20	-.37	3.14	3.25	-.11	3.79	3.66	+.13	3.06	3.29	-.23
EDMONSTON	3	99.9	4.98	5.06	-.08	4.55	5.09	-.54	4.80	5.39	-.59	4.83	5.32	-.49
	5	99.9	4.98	5.06	-.08	4.55	5.09	-.54	4.80	5.39	-.59	4.83	5.32	-.49
FLINTSTONE	3	101.0	3.96	3.64	+.32	3.88	3.71	+.17	4.55	4.11	+.44	3.81	3.70	+.11
	5	108.1	5.82	5.77	+.05	5.79	5.79	+.00	5.97	6.08	-.11	6.35	5.97	+.38
FOREST HEIGHTS	3	97.2	2.16	3.40	-.14	3.48	3.46	+.02	3.71	3.86	-.15	3.46	3.47	-.01
	5	93.7	4.86	4.51	+.35	4.75	4.57	+.18	4.97	4.67	+.30	4.86	4.82	+.04
FORESTVILLE	3	96.8	3.29	3.38	-.09	3.31	3.43	-.12	3.65	3.84	-.19	3.65	3.45	+.20
	5	97.5	4.89	4.85	+.04	4.67	4.89	-.22	4.96	5.19	-.23	4.95	5.12	-.17
FORT FOOTE	3	95.2	3.23	3.27	-.04	3.45	3.33	+.12	3.57	3.73	-.16	3.31	3.36	-.05
	5	100.9	5.03	5.14	-.11	5.01	5.18	-.17	5.14	5.48	-.34	5.26	5.40	-.14
FT WASHINGTON FOREST	3	106.7	4.07	4.01	+.06	4.36	4.08	+.28	4.58	4.48	+.10	4.06	4.03	+.03
	5	108.0	6.04	5.76	+.28	6.27	5.78	+.49	6.26	6.08	+.18	6.03	5.97	+.06

* SEE APPENDIX C, PAGES C-26 TO C-30, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (FOX HILL - HYATTSVILLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$12)
FOX HILL	K-6	380	19.3	97.1	18.7	1.0	15.0	19.0	19.3	4.6	12.6	15,506
FRANCIS T EVANS	K-6	647	21.4	97.1	29.2	1.0	10.0	26.0	22.8	3.5	12.3	10,931
GAYWOLD	K-6	397	18.5	95.7	20.5	1.0	10.6	9.0	46.5	5.6	12.4	12,894
GLASSMANOR	K-6	443	22.0	95.6	19.1	1.0	10.7	26.0	9.5	6.9	12.4	11,447
GLENARDEN WOODS	K-6	338	19.1	99.2	16.7	1.0	10.1	9.5	29.9	5.3	12.4	12,385
GLENN DALE	K-6	383	19.3	99.1	18.8	1.0	11.8	15.0	18.2	7.0	12.4	13,229
GREEN VALLEY	K-6	431	20.0	96.3	20.5	1.0	11.1	13.0	41.9	7.7	12.3	12,608
GREENBELT	K-6	446	15.8	94.0	27.2	1.0	10.2	13.6	46.1	5.8	12.6	12,404
GREENBELT NORTH END	K-6	484	19.4	90.8	23.9	1.0	8.1	14.5	27.7	4.2	12.5	11,626
HAPPY ACRES	K-6	265	19.6	97.6	12.5	1.0	10.7	20.0	5.2	5.1	12.4	13,918
HARMONY HALL	K-6	669	18.4	97.8	34.4	2.0	9.1	26.5	24.7	4.1	12.6	16,111
HEATHER HILLS	K-6	350	19.2	96.3	17.2	1.0	11.9	14.2	33.0	4.1	12.6	14,960
HENRY G FERGUSON	K-6	418	19.7	96.4	20.2	1.0	9.4	25.9	16.5	5.2	12.0	11,098
HIGH BRIDGE	K-6	424	15.6	94.1	26.1	1.0	12.4	21.0	43.6	5.5	12.4	13,166
HILLCREST HEIGHTS	K-6	483	21.2	96.0	21.8	1.0	16.2	15.0	17.5	9.7	12.1	11,421
HOLLY PARK	K-6	224	19.9	94.9	27.2	1.0	10.8	30.0	35.8	6.3	12.2	12,279
HOLLYWOOD	K-6	413	19.2	97.3	20.5	1.0	12.6	29.0	46.5	4.9	12.2	12,791
HYATTSVILLE	K-6	519	20.7	96.3	26.0	2.0	10.2	27.0	24.3	9.2	12.1	11,338

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (FOX HILL - HYATTSVILLE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES†

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL				MATHEMATICAL TOTAL			
		AVERAGE	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	AVERAGE	MARY-	DIFFER-	
		SAS	SE	LAND NORM	ENCE	SE	LAND NORM	ENCE	SE	LAND NORM	ENCE	SE	LAND NORM	SE	LAND NORM	ENCE	
FOX HILL	3	100.3	3.67	3.60	+0.07	4.08	3.66	+0.42	4.10	4.06	+0.04	3.85	3.66	+0.19			
	5	103.3	5.34	5.35	-0.01	5.60	5.38	+0.22	5.66	5.68	-0.02	5.48	5.59	-0.11			
FRANCIS T EVANS	3	101.5	3.65	3.68	-0.03	3.79	3.74	+0.05	4.00	4.14	-0.14	3.73	3.73	+0.00			
	5	105.1	5.41	5.51	-0.10	5.59	5.53	+0.06	6.57	5.83	+0.74	5.92	5.73	+0.19			
GAYWOOD	3	98.0	3.38	3.45	-0.07	3.68	3.51	+0.17	4.31	3.91	+0.40	3.86	3.52	+0.34			
	5	97.5	5.11	4.85	+0.26	5.56	4.89	+0.67 *	5.55	5.19	+0.36	5.84	5.12	+0.72 *			
GLASSBORO	3	96.6	3.29	3.36	-0.07	3.34	3.42	-0.08	3.76	3.82	-0.06	3.41	3.44	-0.03			
	5	97.8	4.93	4.87	+0.06	4.95	4.92	+0.03	5.36	5.22	+0.14	5.06	5.15	-0.09			
CLENARDEN WOODS	3	101.6	5.51	3.68	+1.83 *	4.23	3.75	+0.48	4.26	4.15	+0.11	3.97	3.73	+0.24			
	5	102.2	5.12	5.26	-0.14	5.34	5.29	+0.05	5.30	5.59	-0.29	5.26	5.50	-0.24			
GLENN DALE	3	106.2	4.07	2.98	+0.09	4.15	4.06	+0.09	4.55	4.46	+0.09	4.43	4.01	+0.42			
	5	102.2	5.15	5.26	-0.11	5.15	5.29	-0.14	5.50	5.59	-0.09	5.19	5.50	-0.31			
GREEN VALLEY	3	90.8	3.11	2.99	+0.12	3.33	3.04	+0.29	3.60	3.44	+0.16	3.33	3.10	+0.23			
	5	100.7	4.77	5.13	-0.36	4.87	5.16	-0.29	5.00	5.46	-0.46	5.26	5.38	-0.12			
GREENBELT	3	98.2	3.42	3.47	-0.05	3.39	3.53	-0.14	3.77	3.93	-0.16	3.49	3.54	-0.05			
	5	103.5	5.29	5.37	-0.08	5.40	5.40	+0.00	5.58	5.70	-0.12	5.59	5.61	-0.02			
GREENBELT NORTH END	3	96.8	3.55	3.38	+0.17	3.70	3.43	+0.27	4.03	3.84	+0.19	3.65	3.45	+0.20			
	5	103.3	5.18	5.35	-0.17	5.37	5.38	-0.01	5.68	5.68	+0.00	5.71	5.59	+0.12			
HAPPY ACRES	3	108.2	4.19	4.10	+0.09	4.54	4.18	+0.36	5.55	4.58	+0.97 *	4.75	4.12	+0.63 *			
	5	101.7	5.29	5.21	+0.08	5.29	5.25	+0.04	5.87	5.55	+0.32	5.74	5.46	+0.28			
HARMONY HALL	3	111.5	4.19	4.31	-0.12	4.59	4.40	+0.19	4.95	4.80	+0.15	4.36	4.31	+0.05			
	5	111.3	5.96	6.05	-0.09	6.08	6.06	+0.02	6.21	6.25	-0.04	6.14	6.23	-0.09			
HEATHER HILLS	3	101.7	4.07	3.69	+0.38	4.03	3.75	+0.28	4.84	4.16	+0.68	4.42	3.74	+0.68 *			
	5	105.6	5.96	5.55	+0.41	6.08	5.58	+0.50	6.13	5.87	+0.26	6.05	5.77	+0.28			
HENRY G FERGUSON	3	96.7	3.48	3.37	+0.11	3.65	3.42	+0.23	3.52	3.83	-0.31	3.68	3.44	+0.24			
	5	107.0	5.23	5.68	-0.45	5.45	5.70	-0.25	5.39	5.99	-0.60	5.31	5.89	-0.58			
HIGH BRIDGE	3	97.7	3.37	3.43	-0.06	3.58	3.49	+0.09	4.10	3.89	+0.21	3.44	3.50	-0.06			
	5	104.2	5.30	5.43	-0.13	5.23	5.46	-0.23	5.92	5.76	+0.16	5.59	5.66	-0.07			
HILLCREST HEIGHTS	3	92.9	3.48	3.13	+0.35	3.45	3.17	+0.28	3.84	3.58	+0.27	3.44	3.22	+0.22			
	5	99.3	4.62	5.00	-0.38	4.69	5.04	-0.35	4.89	5.34	-0.45	4.97	5.27	-0.30			
HOLLY PARK	3	103.6	3.16	3.81	-0.65	3.09	3.88	-0.79 *	3.58	4.28	-0.70	3.27	3.85	-0.58 *			
	5	102.7	5.42	5.30	+0.12	5.94	5.33	+0.61	6.09	5.63	+0.46	5.91	5.54	+0.37			
HOLLYWOOD	3	103.1	3.49	3.78	-0.29	3.90	3.85	+0.05	4.16	4.25	-0.09	3.70	3.82	-0.12			
	5	104.8	5.50	5.48	+0.02	5.69	5.51	+0.18	5.71	5.81	-0.10	5.70	5.71	-0.01			
HYATTSVILLE	3	100.2	3.38	3.53	-0.21	3.56	3.65	-0.09	3.84	4.06	-0.22	3.96	3.65	+0.31			
	5	98.6	4.62	4.94	-0.32	4.80	4.90	-0.10	5.11	5.28	-0.17	5.17	5.21	-0.04			

† SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (INDIAN QUEEN - LAUREL)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
INDIAN QUEEN	K-6	585	21.8	97.4	25.8	1.0	9.7	19.0	44.4	NA	NA	NA
J ENOS RAY	K-6	404	20.9	96.2	18.3	1.0	15.2	18.0	31.1	6.5	12.3	10,992
J FRANK JENT	K-6	354	19.7	96.1	17.0	1.0	11.8	18.0	20.5	4.4	12.4	11,730
JAMES H HARRISON	K-6	570	21.3	95.4	24.7	2.0	9.0	15.0	28.1	2.8	12.7	11,877
JAMES MCHENRY	K-6	535	21.3	97.5	24.1	1.0	9.3	12.6	26.2	4.5	12.4	12,976
JAMES RYDER RANDALL	K-6	346	11.1	96.4	30.2	1.0	12.1	42.0	39.1	4.3	12.2	12,980
JOHN CARROLL	P-6	385	15.3	96.0	24.1	1.0	8.2	18.0	41.7	5.3	12.6	12,070
JOHN EAGER HOWARD	K-6	593	20.7	95.6	26.6	2.0	9.8	15.7	26.2	5.9	12.3	12,490
JOHN H BAYNE	K-6	740	22.9	96.1	30.3	2.0	8.1	18.0	9.3	8.6	12.1	11,376
KENILWORTH	K-6	619	19.6	95.9	29.5	2.0	12.6	27.0	36.8	2.0	12.7	16,092
KENMOOR	K-6	556	19.3	97.6	26.8	2.0	8.4	29.7	30.5	5.3	12.4	11,935
KENTLAND	K-6	605	19.8	96.3	28.5	2.0	9.7	16.3	34.4	4.7	12.1	11,732
KETTERING	K-6	603	20.1	93.7	28.0	2.0	10.9	19.7	40.0	8.9	12.4	14,000
LAMONT	K-6	508	19.4	93.8	24.2	2.0	12.2	14.0	24.8	4.3	12.4	13,241
LANDOVER HILLS	K-6	443	19.3	94.0	22.0	1.0	12.7	14.0	19.6	5.0	12.3	12,752
LANGLEY PARK	K-3	366	19.6	94.7	17.7	1.0	13.0	17.0	21.4	9.3	12.3	10,262
LANHAM	K-6	372	19.4	95.8	18.2	1.0	11.7	23.0	43.7	4.8	12.4	14,274
LAUREL	K-6	498	20.1	96.0	22.5	2.0	9.7	16.5	29.0	7.6	12.1	10,124

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (INDIAN QUEEN ELEMENTARY - LAUREL)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS											
		VOCABULARY			READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-
		SAS	GE	LAND	ENCE	GE	LAND	ENCE	GE	LAND	ENCE	GE	NORM
INDIAN QUEEN ELEM	3	109.4	3.91	4.18	-.27	4.06	4.26	-.20	4.58	4.66	-.08	4.06	4.19
	5	105.8	5.90	5.57	+.33	5.96	5.59	+.37	6.09	5.89	+.20	5.90	5.79
J ENDS RAY	3	100.0	3.61	3.58	+.03	3.82	3.64	+.18	4.13	4.05	+.08	3.74	3.64
	5	97.4	5.06	4.84	+.22	4.93	4.88	+.05	5.24	5.18	+.06	5.06	5.12
J FRANK DENT	3	101.7	3.73	3.69	+.04	3.89	3.75	+.14	4.09	4.16	-.07	3.69	3.74
	5	100.0	5.27	5.06	+.21	5.09	5.10	-.01	5.48	5.40	+.08	5.39	5.32
JAMES H HARRISON	3	99.6	3.66	3.55	+.11	3.68	3.62	+.06	3.95	4.02	-.07	3.86	3.61
	5	105.0	5.60	5.50	+.10	5.52	5.53	-.01	5.85	5.82	+.03	5.49	5.73
JAMES MCHENRY	3	106.1	3.90	3.97	-.07	4.11	4.04	+.07	4.66	4.44	+.22	4.05	4.00
	5	106.9	5.58	5.67	-.09	5.37	5.69	-.32	6.11	5.98	+.13	5.72	5.88
JAMES RYDER RANDALL	3	112.3	4.43	4.36	+.07	4.72	4.45	+.27	5.67	4.85	+.82 *	4.89	4.36
	5	106.4	5.47	5.62	-.15	5.71	5.64	+.07	5.99	5.94	+.05	5.72	5.84
JOHN CARROLL	3	96.2	3.67	3.34	+.33	3.75	3.39	+.36	4.24	3.80	+.44	3.75	3.42
	5	95.1	4.74	4.64	+.10	4.65	4.69	-.04	4.92	4.99	-.07	4.62	4.93
JOHN EAGER HOWARD	3	98.9	3.68	3.51	+.17	3.72	3.57	+.15	4.01	3.97	+.04	3.63	3.57
	5	100.9	5.12	5.14	-.02	5.01	5.18	-.17	5.23	5.48	-.25	5.05	5.40
JOHN H BAYNE	3	104.5	3.69	3.87	-.18	3.81	3.94	-.13	4.43	4.34	+.09	3.92	3.90
	5	101.8	5.00	5.22	-.22	5.20	5.25	-.05	5.61	5.55	+.06	5.23	5.47
KENTILWORTH	3	104.7	4.12	3.88	+.24	4.27	3.95	+.32	4.66	4.25	+.41	4.05	2.91
	5	110.2	6.28	5.96	+.32	6.15	5.97	+.18	6.54	6.26	+.28	6.33	6.14
KENROOR	3	98.6	3.54	3.49	+.05	3.61	3.55	+.06	3.93	3.95	-.02	3.82	3.56
	5	100.7	4.99	5.13	-.14	4.95	5.16	-.21	5.10	5.46	-.36	5.29	5.38
KENTLAND	3	90.1	2.75	2.95	-.20	2.80	2.99	-.19	3.07	3.40	-.33	3.05	3.06
	5	93.4	4.26	4.49	-.23	4.26	4.54	-.28	4.50	4.85	-.35	4.70	4.79
KEYTERING	3	106.2	3.75	3.98	-.23	4.04	4.05	-.01	4.32	4.45	-.13	3.99	4.00
	5	104.2	5.69	5.43	+.26	5.79	5.46	+.33	5.88	5.76	+.12	5.96	5.66
LANHNT	3	96.8	3.31	3.38	-.07	3.42	3.43	-.01	3.87	3.84	+.03	3.32	3.45
	5	99.7	4.79	5.04	-.25	4.85	5.08	-.23	5.03	5.38	-.35	5.13	5.30
LANCOVER HILLS	3	96.2	3.61	3.34	+.27	3.57	3.40	+.17	3.86	3.80	+.06	3.49	3.42
	5	100.6	4.68	5.12	-.44	4.70	5.15	-.45	5.14	5.45	-.31	4.87	5.37
LANGLEY PARK	3	101.0	3.42	3.64	-.22	3.53	3.71	-.18	3.93	4.11	-.18	3.65	3.70
	5	100.9	5.38	5.13	+.25	5.30	5.17	+.13	5.56	5.47	+.09	5.28	5.39
LANHAM	3	100.9	3.38	3.64	-.26	3.60	3.70	-.10	3.78	4.10	-.32	3.59	3.69
	5	100.8	4.72	5.13	-.41	5.08	5.17	-.09	5.56	5.47	+.09	5.28	5.39
LAUREL	3	105.4	4.17	3.92	+.25	4.45	4.00	+.45	4.53	4.40	+.13	4.03	2.96
	5	109.3	5.96	5.88	-.08	5.59	5.89	-.30	6.04	6.19	-.15	5.90	6.07

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (LEWISDALE - OAKCREST)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
LEWISDALE	K-6	582	20.7	95.4	26.2	2.0	10.9	19.0	29.3	4.1	12.2	13,600
LONGFIELDS	K-6	653	19.9	94.9	30.8	2.0	10.5	19.4	28.3	5.8	12.2	11,305
LYNDON HILL	K-6	490	23.1	92.7	20.2	1.0	9.0	29.0	24.5	4.9	12.2	10,373
MAGNOLIA	K-6	471	19.6	98.2	23.1	1.0	8.2	14.0	37.0	1.9	12.6	13,642
MARGARET A EDMONSTON	P-6	497	19.8	97.6	24.1	1.0	10.5	19.0	24.7	9.1	12.3	11,364
MARGARET BRENT	K-6	349	19.5	96.8	16.9	1.0	16.4	21.0	40.2	4.6	12.3	11,352
MARLTON	K-6	548	19.1	95.1	27.7	1.0	10.8	20.5	26.8	NA	NA	NA
MATTAPONI	K-6	559	22.4	96.3	23.9	1.0	11.7	25.0	15.7	8.5	12.3	13,523
MATTHEW HENSON	K-6	567	20.4	97.1	25.8	2.0	9.5	17.3	18.0	5.1	12.3	12,679
MCCORMICK	4-6	283	19.0	94.9	13.9	1.0	9.4	22.0	20.1	9.2	12.3	10,446
MEADOWBROOK	K-6	510	19.5	96.1	24.2	2.0	11.9	16.0	43.1	1.7	12.7	14,986
MELWOOD	K-6	601	20.1	96.3	27.9	2.0	11.0	23.5	25.1	5.6	12.2	12,671
MIDDLETON VALLEY	K-6	521	19.2	95.4	25.1	2.0	11.3	26.0	11.1	4.4	12.4	14,304
MONTPELIER	K-6	577	20.1	96.6	26.7	2.0	9.7	32.9	31.1	2.5	12.7	11,964
MORNINGSIDE	K-6	431	22.1	94.8	18.5	1.0	11.1	29.0	28.2	6.2	12.1	11,509
NORTH FORESTVILLE	P-6	465	16.6	95.6	25.9	2.0	10.7	14.5	46.5	6.5	12.3	13,152
O W PHAIR	K-6	335	17.5	96.0	18.1	1.0	10.9	25.0	41.4	11.5	12.2	11,194
OAKCREST	K-6	661	20.3	95.7	30.6	2.0	9.5	14.0	23.6	8.9	12.6	12,006

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (LEWISDALE - OAKCREST)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS													
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	
LEWISDALE	3	98.6	3.24	3.49	-0.25	3.49	3.55	-0.06	3.82	3.95	-0.13	3.63	3.56	+0.07	
	5	102.7	4.87	5.30	-0.43	5.05	5.33	-0.28	5.51	5.63	-0.12	5.63	5.54	+0.09	
LONGFIELDS	3	95.8	3.17	3.31	-0.14	3.39	3.36	+0.03	3.79	3.77	+0.02	3.45	3.39	+0.06	
	5	96.1	4.94	4.72	+0.22	4.81	4.77	+0.04	5.07	5.07	+0.00	5.04	5.01	+0.03	
LYNDON HILL	3	95.7	3.54	3.31	+0.23	3.48	3.36	+0.12	3.76	3.76	+0.00	3.51	3.39	+0.12	
	5	99.2	4.73	4.59	-0.26	4.88	5.03	-0.15	5.36	5.23	+0.03	4.92	5.26	-0.34	
MACCLITA	3	103.2	4.21	3.79	+0.42	4.14	3.86	+0.28	4.32	4.26	+0.06	4.03	3.83	+0.20	
	5	105.6	5.59	5.55	+0.04	5.65	5.58	+0.07	5.81	5.87	-0.06	5.79	5.77	+0.02	
MARGARET A EDMONSTON	3	103.3	3.42	3.79	-0.37	3.63	3.86	-0.23	3.81	4.26	-0.45	4.06	3.83	+0.23	
	5	103.4	5.63	5.36	+0.27	5.79	5.39	+0.40	6.01	5.69	+0.32	5.62	5.60	+0.02	
MARGARET BRENT	3	97.3	3.48	3.41	+0.07	3.43	3.46	-0.03	4.14	3.87	+0.27	3.68	3.48	+0.20	
	5	101.2	5.27	5.17	+0.10	5.36	5.20	+0.16	5.32	5.50	-0.18	5.54	5.42	+0.12	
MARLTON	3	101.9	4.02	3.70	+0.32	4.15	3.77	+0.38	4.49	4.17	+0.32	3.85	3.75	+0.10	
	5	100.9	5.45	5.14	+0.31	5.74	5.18	+0.56	5.56	5.48	+0.08	5.44	5.40	+0.04	
MATTAPONI	3	102.5	3.55	3.74	-0.19	3.85	3.81	+0.04	4.19	4.21	-0.02	3.80	3.78	+0.02	
	5	105.4	5.44	5.54	-0.10	5.57	5.56	+0.01	6.14	5.86	+0.28	5.79	5.76	+0.03	
MATTHEW HENSON	3	97.4	3.44	3.41	+0.03	3.60	3.47	+0.13	4.53	3.88	+0.65	3.58	3.49	+0.09	
	5	99.0	4.71	4.98	-0.27	4.93	5.02	-0.09	5.32	5.32	+0.00	5.29	5.24	+0.05	
MCCORMICK	3	97.6	4.85	4.85	+0.00	4.89	4.90	-0.01	5.03	5.20	-0.17	5.41	5.13	+0.28	
	5	101.2	6.35	6.36	-0.01	6.50	6.36	+0.14	6.48	6.65	-0.17	6.55	6.51	+0.04	
MEADOWBROOK	3	107.2	4.26	4.04	+0.22	4.49	4.12	+0.37	4.63	4.52	+0.11	4.14	4.06	+0.08	
	5	114.8	6.35	6.36	-0.01	6.50	6.36	+0.14	6.48	6.65	-0.17	6.55	6.51	+0.04	
MELWOOD	3	103.0	3.60	3.77	-0.17	3.93	3.84	+0.09	4.18	4.24	-0.06	4.03	3.81	+0.22	
	5	100.7	5.26	5.13	+0.13	5.34	5.16	+0.18	5.42	5.46	-0.04	5.30	5.38	-0.08	
MIDDLETON VALLEY	3	104.2	3.85	3.85	+0.00	3.94	3.93	+0.01	4.46	4.33	+0.13	4.01	3.89	+0.12	
	5	108.5	5.71	5.81	-0.10	5.94	5.82	+0.12	6.16	6.12	+0.04	6.04	6.01	+0.03	
MONTPELIER	3	108.3	4.37	4.11	+0.26	4.64	4.19	+0.45	5.20	4.59	+0.61	4.20	4.13	+0.07	
	5	112.6	6.27	6.16	+0.11	6.25	6.17	+0.08	6.49	6.46	+0.03	6.30	6.33	-0.03	
MORNINGSIDE	3	91.2	3.00	3.02	-0.02	3.25	3.06	+0.19	3.46	3.47	-0.01	3.15	3.12	+0.03	
	5	92.5	4.34	4.41	-0.07	4.30	4.47	-0.17	4.29	4.77	-0.48	4.61	4.72	-0.11	
NORTH FORESTVILLE	3	99.8	3.44	3.57	-0.07	3.80	3.63	+0.17	4.25	4.03	+0.26	3.60	3.63	-0.03	
	5	101.7	5.24	5.21	+0.03	5.28	5.25	+0.03	5.40	5.55	-0.15	5.31	5.46	-0.15	
O W PATR	3	99.9	3.78	3.57	+0.21	4.06	3.64	+0.42	4.39	4.04	+0.35	3.93	3.63	+0.30	
	5	102.0	5.40	5.24	+0.16	5.39	5.27	+0.12	5.46	5.57	-0.11	5.45	5.48	-0.03	
OAKCREST	3	97.3	3.32	3.41	-0.09	3.61	3.46	+0.15	4.13	3.87	+0.26	3.56	3.48	+0.08	
	5	100.3	4.85	5.09	-0.24	5.11	5.13	-0.02	5.28	5.43	-0.15	5.22	5.35	-0.13	

* SEE APPENDIX C, PAGES C-36 TO C-38, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (OAKLANDS - RIVERDALE HILLS)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
OAKLANDS	P-6	527	20.2	97.4	24.1	2.0	14.8	20.0	18.0	3.4	12.4	11,348
OVERLOOK	K-6	334	16.9	96.4	18.7	1.0	8.9	22.0	46.2	12.4	12.4	12,750
OWENS ROAD	K-6	441	21.2	93.4	19.8	1.0	13.2	13.0	22.6	6.7	12.4	11,429
OXON HILL	K-6	616	22.4	96.7	25.5	2.0	10.3	16.5	20.0	3.1	12.3	12,853
PAINT BRANCH	K-6	489	19.9	95.0	23.5	1.0	8.3	13.0	27.7	8.2	12.3	11,823
PALMER PARK	K-6	428	19.3	94.9	21.2	1.0	10.5	26.0	31.5	6.5	12.3	10,953
PANORAMA	K-6	259	20.4	98.4	11.7	1.0	13.1	25.0	21.3	5.4	12.4	12,353
PARKLAWN	K-6	286	19.7	97.2	13.5	1.0	10.9	11.0	40.0	2.4	12.2	13,038
PARKWAY	K-6	318	20.3	96.7	14.7	1.0	11.6	18.0	25.5	3.5	12.3	11,126
PATUXENT	K-6	526	21.4	92.0	23.6	1.0	10.7	36.0	19.1	10.6	12.1	12,818
POINTER RIDGE	K-6	631	21.3	96.0	27.7	2.0	8.5	15.3	24.6	5.4	12.5	13,812
POWDER HILL	K-6	559	21.9	95.3	23.5	2.0	12.7	16.7	21.5	3.4	12.6	13,369
PRINCETON	K-6	452	20.2	97.2	21.4	1.0	8.8	25.0	15.6	3.8	12.2	11,474
RANDOLPH VILLAGE	K-6	519	20.8	96.1	23.9	1.0	9.1	11.5	20.9	10.7	12.2	11,607
RIDGECREST	K-6	446	19.4	97.6	22.0	1.0	12.2	19.0	30.4	4.2	12.5	13,350
RITCHIE	K-6	507	21.2	97.2	23.0	1.0	12.4	19.5	29.2	7.1	12.2	12,423
RIVERDALE	K-6	717	23.0	93.7	29.1	2.0	8.8	10.0	18.1	8.3	12.1	10,611
RIVERDALE HILLS	K-6	375	17.7	94.8	19.2	2.0	9.9	28.0	24.5	6.4	12.1	10,919

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (OAKLANDS - RIVERDALE HILLS)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SKILL AREAS															
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	
		SAS	SE	LAND	ENCE	SE	LAND	ENCE	SE	LAND	ENCE	SE	LAND	ENCE	
OAKLANDS	3	98.4	3.58	3.48	+10	3.69	3.54	+15	3.94	3.94	+00	3.55	3.54	+01	
	5	103.9	5.68	5.40	+28	5.49	5.43	+06	5.96	5.73	-17	5.75	5.64	+11	
OVERLOOK	3	94.5	2.92	3.23	-31	3.09	3.28	-19	3.10	3.69	-59	3.15	3.32	-17	
	5	99.0	4.87	4.98	-11	4.69	5.02	-33	5.24	5.32	-08	4.81	5.24	-43	
OWENS ROAD	3	98.2	3.46	3.47	-01	3.46	3.52	-06	3.62	3.93	-31	3.48	3.53	-05	
	5	101.2	5.50	5.18	+32	5.60	5.21	+39	6.44	5.51	+93	6.06	5.43	+63	
OXON HILL	3	100.4	3.39	3.62	-23	3.67	3.68	-01	4.15	4.08	+07	3.74	3.67	+07	
	5	97.2	5.00	4.82	+18	5.15	4.87	+28	5.25	5.17	+08	5.00	5.10	-10	
PAINT BRANCH	3	99.2	3.18	3.53	-35	3.42	3.59	-17	3.60	3.99	-39	3.47	3.59	-12	
	5	98.9	4.83	4.97	-14	4.89	5.01	-12	4.91	5.31	-40	5.10	5.24	-14	
PALMER PARK	3	98.8	3.31	3.50	-19	3.46	3.56	-10	3.85	3.97	-12	3.54	3.57	-03	
	5	96.9	4.81	4.79	+02	4.84	4.84	+00	5.15	5.14	+01	5.05	5.08	-03	
PANDORA	3	95.4	3.64	3.29	+35	3.54	3.34	+20	3.99	3.74	+25	3.34	3.37	-03	
	5	100.4	5.21	5.10	+11	5.24	5.14	+10	5.79	5.44	+35	5.39	5.36	+03	
PARKLAWN	3	101.7	3.23	3.69	-46	3.28	3.75	-47	4.02	4.16	-14	3.64	3.74	-10	
	5	104.0	4.80	5.41	-61	5.16	5.44	-28	5.83	5.74	+09	5.12	5.65	-53	
PARKWAY	3	100.5	3.47	3.61	-14	3.59	3.67	-08	3.97	4.08	-11	4.36	3.67	+69	
	5	101.1	4.65	5.16	-51	4.74	5.20	-46	5.13	5.49	-36	5.33	5.41	-08	
PATUXENT	3	100.2	3.49	3.60	-11	3.75	3.66	+09	4.10	4.06	+04	3.65	3.66	-01	
	5	106.1	5.08	5.60	-52	5.20	5.62	-42	5.70	5.92	-22	5.59	5.81	-22	
POINTER RIDGE	3	109.3	4.04	4.17	-13	4.11	4.25	-14	4.67	4.65	+02	4.24	4.18	+06	
	5	101.6	5.59	5.20	+39	5.64	5.24	+40	6.14	5.54	+60	5.90	5.45	+45	
PONDER HILL	3	102.4	3.66	3.75	-09	3.83	3.81	+02	4.14	4.22	-08	3.77	3.70	+07	
	5	105.7	5.30	5.56	-26	5.36	5.59	-23	5.55	5.88	-29	5.56	5.78	-22	
PRINCETON	3	105.4	4.04	3.94	+10	3.80	4.01	-21	4.74	4.41	+33	3.93	3.97	-04	
	5	104.0	5.59	5.4	+18	5.51	5.44	+07	5.73	5.74	-01	5.70	5.65	+05	
RANDOLPH VILLAGE	3	98.3	3.54	3.47	+07	3.65	3.53	+12	3.81	3.93	-12	3.64	3.54	+10	
	5	98.0	4.95	4.89	+06	5.46	4.93	+53	5.09	5.23	-14	5.52	5.16	+36	
RICCECREST	3	97.8	3.89	3.44	+45	4.08	3.50	+58	4.45	3.90	+55	4.00	3.51	+49	
	5	105.3	5.72	5.53	+19	5.31	5.55	-24	5.73	5.85	-12	5.86	5.75	+11	
RITCHIE	3	103.3	3.80	3.79	+01	3.76	3.86	-10	4.15	4.26	-11	3.72	3.83	-11	
	5	99.4	5.27	5.01	+26	5.25	5.05	+20	5.43	5.25	+08	5.35	5.28	+07	
RIVERDALE		NO TEST RESULTS AVAILABLE													
RIVERDALE HILLS	3	96.9	3.04	3.38	-34	3.15	3.44	-29	3.73	3.84	-11	3.34	3.46	-12	
	5	92.4	4.55	4.42	+13	4.97	4.48	+49	4.91	4.78	+13	5.43	4.73	+70	

* SEE APPENDIX C, PAGES C-16 TO C-30, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (ROBERT FROST - TANGLEWOOD)

TABLE 3. SCHOOL LEVEL - COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ROBERT FROST	K-6	322	18.0	97.0	16.9	1.0	8.2	14.0	26.3	3.3	12.5	13,956
ROCKLEDGE	K-6	590	20.1	96.2	27.3	2.0	11.6	20.5	25.9	2.2	12.8	15,711
ROGERS HEIGHTS	K-6	600	19.7	94.0	28.4	2.0	11.8	11.0	30.6	7.7	12.3	11,153
ROSE VALLEY	K-5	619	21.4	96.3	27.9	1.0	8.9	17.4	23.5	2.5	12.5	14,729
ROSECROFT PARK	K-6	359	15.7	96.9	21.8	1.0	12.4	18.5	27.6	3.7	12.4	13,316
SAMUEL F B MORSE	K-6	547	20.5	95.2	24.7	2.0	9.3	14.0	28.8	3.2	12.7	11,801
SAMUEL CHASE	K-6	473	20.6	94.9	22.0	1.0	12.5	16.0	33.5	3.5	12.5	13,145
SANDYMOUNT	K-6	444	24.1	96.1	17.4	1.0	9.0	17.0	29.9	10.6	12.2	11,288
SEABROOK	K-6	507	21.6	94.9	22.5	1.0	9.9	27.0	15.7	2.6	12.4	13,957
SEAT PLEASANT	K-6	491	20.0	94.4	23.5	1.0	7.9	29.0	24.5	8.9	12.1	10,512
SHADYSIDE	K-6	397	22.2	95.3	16.9	1.0	14.4	18.0	20.1	7.0	12.2	11,229
SILVER HILL	K-6	366	20.3	95.1	17.0	1.0	13.0	14.0	16.7	5.6	12.4	12,182
SKYLINE	K-6	332	16.1	96.9	19.6	1.0	9.7	12.0	36.9	6.6	12.2	11,124
SOMERSET	K-6	408	18.7	97.6	20.8	1.0	10.9	34.0	32.2	2.6	12.7	16,301
SPRINGHILL LAKE	K-6	742	22.7	94.8	30.7	2.0	9.7	24.5	23.9	7.2	12.9	11,864
SURRATTSVILLE	K-6	487	21.1	96.6	22.1	1.0	12.6	11.0	16.5	1.8	12.3	15,035
TALL OAKS	K-6	429	21.3	94.1	19.1	1.0	11.1	13.0	18.4	3.7	12.6	14,470
TANGLEWOOD	K-6	401	20.1	96.8	19.0	1.0	16.9	11.0	34.0	1.0	12.3	13,732

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (ROBERT FROST - TANGLEWOOD)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SKILL AREAS

SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE
ROBERT FROST	3	102.8	3.49	3.76	-0.07	3.76	3.83	-0.07	4.53	4.23	+0.30	4.21	3.80	+0.41
	5	107.1	5.61	5.60	-0.07	5.62	5.70	-0.08	6.42	6.30	+0.12	5.94	5.89	+0.05
ROCKLEDGE	3	106.7	4.24	4.01	+0.33	4.48	4.08	+0.40	4.76	4.48	+0.28	4.24	4.03	+0.21
	5	113.6	6.43	6.25	+0.18	6.38	6.25	+0.13	7.01	6.55	+0.46	6.40	6.42	-0.02
ROGERS HEIGHTS	2	95.5	3.39	3.29	+0.10	3.62	3.35	+0.27	4.01	3.75	+0.26	3.62	3.37	+0.25
	5	98.7	4.75	4.95	-0.16	5.16	4.99	+0.17	5.41	5.29	+0.12	5.20	5.22	-0.02
ROSE VALLEY	3	103.5	3.95	3.60	+0.15	4.07	3.87	+0.20	4.61	4.27	+0.34	3.91	3.84	+0.07
	5	109.0	5.84	5.85	-0.01	6.10	5.86	+0.27	6.13	6.16	-0.03	5.95	6.05	-0.10
ROSECRIFT PARK	3	104.5	4.00	3.87	+0.13	4.36	3.94	+0.42	4.36	4.34	+0.02	4.11	3.90	+0.20
	5	106.5	5.58	5.63	-0.05	5.65	5.65	+0.04	5.80	5.95	-0.15	6.05	5.85	+0.20
SAMUEL F. B. MORSE	3	91.0	3.27	3.01	+0.26	3.50	3.05	+0.45	3.54	3.46	+0.08	3.40	3.11	+0.29
	5	97.6	4.81	4.85	-0.04	4.50	4.90	-0.40	4.79	5.20	-0.41	5.03	5.13	-0.10
SAMUEL CHASE	3	100.0	3.62	3.58	+0.04	3.92	3.64	+0.28	4.16	4.05	+0.11	3.71	3.64	+0.07
	5	97.1	4.98	4.81	+0.17	4.88	4.86	+0.02	5.19	5.16	+0.03	5.16	5.09	+0.07
SANDYMCUNT	3	94.4	3.19	3.22	-0.03	3.23	3.27	-0.04	3.52	3.68	-0.16	3.35	3.31	+0.04
	5	100.1	4.83	5.07	-0.24	4.80	5.11	-0.31	4.87	5.41	-0.54	5.07	5.33	-0.26
SEABROOK	3	96.2	3.24	3.34	-0.10	3.46	3.39	+0.07	3.63	3.80	-0.17	3.51	3.42	+0.09
	5	101.7	4.89	5.21	-0.02	5.04	5.25	-0.21	5.35	5.55	-0.20	5.38	5.46	-0.08
SEAT PLEASANT	3	100.5	3.61	3.61	+0.00	3.70	3.67	+0.03	4.12	4.08	+0.04	3.70	3.67	+0.03
	5	98.8	4.95	4.96	-0.01	5.27	5.00	+0.27	5.56	5.30	+0.26	5.50	5.23	+0.27
SHADYSIDE	3	97.7	3.25	3.43	-0.18	3.41	3.49	-0.08	3.88	3.89	-0.01	3.48	3.50	-0.02
	5	98.2	4.47	4.91	-0.44	4.60	4.95	-0.35	4.71	5.25	-0.54	5.02	5.18	-0.16
SILVER HILL	3	96.0	3.03	3.33	-0.30	3.09	3.38	-0.29	3.45	3.78	-0.33	3.11	3.40	-0.29
	5	113.7	4.13	4.44	-0.33	4.29	4.52	-0.23	4.65	4.82	-0.13	4.30	4.77	-0.47
SKYLINE	3	102.4	3.72	3.72	+0.00	4.09	3.79	+0.30	4.12	4.19	-0.07	3.80	3.77	+0.03
	5	102.3	5.10	5.27	-0.17	5.03	5.30	-0.27	5.22	5.60	-0.38	5.26	5.51	-0.25
SOMERSET	3	106.1	4.17	3.97	+0.20	4.31	4.04	+0.27	4.54	4.44	+0.10	4.34	4.00	+0.34
	5	108.2	5.73	5.78	-0.05	5.88	5.80	+0.08	5.98	6.09	-0.11	6.07	5.98	+0.09
SPRINGHILL LAKE	3	98.2	3.52	3.47	+0.05	3.56	3.52	+0.04	3.82	3.93	-0.11	3.61	3.53	+0.08
	5	106.4	5.34	5.62	-0.28	5.52	5.64	-0.12	5.64	5.94	-0.30	5.35	5.84	-0.49
SURREATTSVILLE	3	104.4	3.99	3.99	+0.00	4.08	4.06	+0.02	4.21	4.46	-0.25	4.06	4.01	+0.05
	5	111.4	6.02	6.06	-0.04	6.05	6.07	-0.02	6.52	6.36	+0.16	6.37	6.24	+0.13
TALL OAKS	3	100.8	3.47	3.63	-0.16	3.71	3.69	+0.02	3.84	4.10	-0.26	3.65	3.69	-0.04
	5	101.3	5.31	5.18	+0.13	5.40	5.21	+0.19	5.35	5.51	-0.16	5.55	5.43	+0.12
TANGLEWOOD	3	104.8	3.88	3.89	-0.01	3.95	3.96	-0.01	4.25	4.36	-0.11	3.86	3.92	-0.06
	5	105.0	5.51	5.56	-0.05	5.77	5.53	+0.24	6.18	5.82	+0.36	5.92	5.73	+0.19

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (TAYAC - YORKTOWN)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZ- ATION (1)	TOTAL SCHOOL ENROLL- MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN- DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD- VAN- TAGED (10)	MEDIAN EDUCA- TION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
TAYAC	K-6	549	20.9	97.1	25.3	1.0	11.7	43.0	26.6	3.4	12.5	14,571
TEMPLE ON	K-6	541	20.3	95.7	24.6	2.0	13.5	20.2	31.9	8.0	12.1	10,463
THOMAS ADDISON	K-6	312	22.9	87.9	12.6	1.0	14.2	14.0	41.9	5.4	12.5	13,827
THOMAS CLAGGETT	K-6	597	20.8	96.8	26.7	2.0	11.3	22.0	33.4	7.3	12.1	10,953
THOMAS S STONE	K-6	808	21.5	93.9	35.6	2.0	10.1	18.0	18.6	4.8	11.8	9,303
TULIP GROVE	K-6	482	20.6	94.5	22.4	1.0	12.5	17.0	24.3	5.2	12.6	16,020
UNIVERSITY PARK	K-6	380	19.5	95.2	18.5	1.0	14.7	15.0	14.3	5.5	12.8	15,309
VALLEY VIEW	K-6	497	19.8	95.4	24.1	1.0	12.3	10.6	17.1	4.1	12.4	11,462
WALDON WOODS	K-6	393	21.8	96.4	17.0	1.0	14.6	13.0	25.0	2.0	12.2	13,570
WEST LANHAM HILLS	K-6	410	18.7	86.0	20.9	1.0	8.2	14.0	17.9	3.8	12.4	12,367
WHITEHALL	K-6	458	19.0	97.4	23.1	1.0	8.7	14.0	15.3	2.8	12.8	15,042
WILDERCROFT	K-6	323	18.0	95.2	16.9	1.0	10.1	25.2	22.3	5.8	12.4	11,206
WILLIAM BEANES	K-6	544	21.1	96.5	23.8	2.0	9.5	23.0	17.8	8.2	12.2	9,395
WILLIAM PACA	P-6	459	19.7	96.7	22.3	1.0	11.0	30.0	38.6	5.9	12.3	12,504
WOODLEY KNOLL	4-6	334	17.1	96.1	18.5	1.0	8.0	19.0	33.3	6.1	12.3	12,101
WOODMORE	K-6	481	21.4	97.4	21.5	1.0	11.9	19.0	15.5	5.9	12.4	14,050
WOODRIDGE	K-6	239	15.8	93.9	14.1	1.0	14.5	13.0	13.2	2.0	12.3	13,292
YORKTOWN	K-6	559	19.9	96.8	26.1	2.0	9.1	15.9	39.9	2.1	12.7	14,883

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (TAYAC - YORKTOWN)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SCHOOL NAME	SKILL AREAS													
	VOCABULARY		READING COMPREHENSION				LANGUAGE TOTAL				MATHEMATICAL TOTAL			
	GRADE	AVERAGE	AVERAGE	MARY- LAND NCRN	DIFFER- ENCE	AVERAGE	MARY- LAND NCRN	DIFFER- ENCE	AVERAGE	MARY- LAND ACRP	DIFFER- ENCE	AVERAGE	MARY- LAND NCRN	DIFFER- ENCE
TAYAC	3	93.9	3.09	3.19	-.10	3.26	3.24	+.02	3.62	3.65	-.03	3.17	2.28	+.11
	5	100.0	5.24	5.06	+.18	5.24	5.10	+.14	5.40	5.40	+.00	5.35	5.32	+.04
TEMPLETON	3	95.7	3.55	3.31	+.24	3.64	3.36	+.28	3.72	3.76	-.04	3.31	3.39	-.08
	5	92.8	4.38	4.44	-.06	4.60	4.49	+.11	4.68	4.80	-.12	4.93	4.75	+.18
THOMAS ADDISON	3	106.9	3.92	4.02	-.10	4.30	4.10	+.20	4.27	4.50	-.23	3.95	4.04	-.09
	5	107.0	5.81	5.68	+.13	5.71	5.70	+.01	6.27	5.99	+.28	6.11	5.89	+.22
THOMAS CLACKEY	3	95.4	2.73	3.29	-.36	3.07	3.34	-.27	3.28	3.74	-.46	3.17	3.37	-.20
	5	98.1	4.60	4.90	-.30	4.65	4.94	-.29	5.00	5.24	-.24	4.79	5.17	-.38
THOMAS S STONE	3	97.9	3.24	3.45	-.21	3.42	3.50	-.08	3.79	3.91	-.12	3.50	3.52	-.02
	5	102.4	4.89	5.27	-.38	5.18	5.31	-.13	5.28	5.60	-.32	5.41	5.52	-.11
TULIP GROVE	3	100.3	3.58	3.60	-.02	3.72	3.66	+.06	3.77	4.06	-.29	3.54	3.66	-.12
	5	106.9	5.85	5.67	+.18	5.93	5.69	+.24	6.06	5.98	+.08	5.81	5.88	-.07
UNIVERSITY PARK	3	104.9	4.27	3.89	+.38	4.30	3.96	+.34	4.37	4.37	+.00	3.95	3.93	+.02
	5	106.6	5.98	5.84	+.14	5.89	5.66	+.23	5.85	5.96	-.11	5.67	5.85	+.23
VALLEY VIEW	3	96.8	3.41	3.38	+.03	3.46	3.43	+.03	4.15	3.84	+.31	3.56	3.45	+.11
	5	101.3	5.10	5.18	-.08	5.17	5.21	-.04	5.69	5.51	+.18	5.67	5.43	+.24
WALDON WOODS	3	99.5	4.06	3.55	+.51	4.24	3.61	+.63	4.42	4.01	+.41	4.02	3.61	+.41
	5	99.2	5.38	4.99	+.39	5.31	5.03	+.28	5.41	5.33	+.08	5.98	5.26	+.32
WEST LANHAM HILLS	3	99.3	3.09	3.54	-.45	3.21	3.60	-.39	3.80	4.00	-.20	3.11	3.60	-.49
	5	101.6	4.76	5.20	-.44	4.93	5.24	-.31	5.32	5.54	-.22	5.29	5.45	-.16
WHITEHALL	3	109.1	4.29	4.16	+.13	4.51	4.24	+.27	4.81	4.44	+.37	4.31	4.17	+.14
	5	108.9	6.17	5.84	+.33	6.40	5.86	+.54	6.50	6.15	+.35	6.28	6.04	+.24
WILDERCROFT	3	96.0	3.07	3.33	-.26	2.97	3.38	-.41	3.39	3.78	-.39	3.25	3.40	-.15
	5	95.4	4.40	4.66	-.26	4.62	4.71	-.09	4.72	5.01	-.29	4.68	4.96	-.28
WILLIAM BEANES	3	101.5	3.52	3.68	-.16	3.54	3.74	-.20	3.79	4.14	-.35	3.56	3.73	-.17
	5	99.3	5.14	5.00	+.14	5.20	5.04	+.16	5.21	5.34	-.13	5.29	5.27	+.02
WILLIAM PACA	3	100.8	3.30	3.63	-.33	3.31	3.69	-.38	3.60	4.10	-.50	3.43	3.69	-.26
	5	99.1	4.85	4.99	-.14	4.99	5.03	-.04	5.33	5.33	+.00	5.27	5.25	+.02
WOODLEY KNOLL	3	98.3	4.79	4.92	-.13	5.04	4.96	+.08	5.09	5.26	-.17	5.07	5.19	-.12
	5	102.1	3.90	3.71	+.19	3.98	3.78	+.20	4.49	4.18	+.31	4.06	3.76	+.30
WOODROSE	3	102.1	5.87	5.63	+.24	5.83	5.65	+.18	5.91	5.95	-.04	5.78	5.85	-.15
	5	100.7	3.47	3.59	-.12	3.80	3.65	+.15	4.08	4.05	+.03	3.49	3.64	-.15
YORKTOWN	3	106.0	4.12	3.94	+.18	4.31	4.04	+.27	4.54	4.44	+.10	4.16	3.99	+.17
	5	110.2	6.16	5.96	+.20	6.12	5.97	+.15	6.52	6.26	+.26	6.19	6.14	+.05

* SEE APPENDIX C, PAGES C-14 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (ANDREW JACKSON JUNIOR - GWYNN PARK JR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ANDREW JACKSON JUNIOR	7-9	762	16.6	92.7	43.0	3.0	8.1	14.3	23.9	8.1	12.3	10,456
BELAIR JR HIGH	7-9	945	17.8	94.0	50.2	3.0	8.8	18.3	39.8	3.2	12.7	15,789
BELTSVILLE JR HIGH	7-9	921	18.5	95.0	47.7	2.0	11.0	22.5	38.3	2.6	12.4	13,547
BEN D FOULDIS JR HI	7-9	935	17.3	90.4	51.0	3.0	8.0	18.3	33.3	5.9	12.2	11,030
BENJAMIN STODDERT JR	7-9	889	17.8	92.3	48.0	2.0	11.2	18.5	30.0	7.6	12.3	11,982
BENJAMIN TASKER JUNIOR	7-9	1,200	19.0	94.2	60.2	3.0	9.1	20.7	43.0	5.2	12.6	14,684
BLADENBURG JR HIGH	7-9	900	18.4	87.8	47.0	2.0	11.3	23.5	20.4	15.2	12.1	10,760
BUCK LODGE JR HIGH	7-9	1,026	18.3	93.9	53.1	3.0	10.9	17.0	48.3	6.4	12.5	12,799
CHARLES CARROLL JR HIGH	7-9	1,005	18.1	92.0	52.5	3.0	8.3	16.7	29.7	4.0	12.4	12,754
DWIGHT D. EISENHOWER	7-9	1,145	19.1	93.3	57.0	3.0	8.2	23.5	20.0	5.5	12.6	11,709
EUGENE BURROUGHS JR	7-9	1,063	19.1	96.0	52.5	3.0	9.7	22.0	36.4	4.7	12.4	14,417
FRANCIS SCOTT KEY	7-9	1,027	17.9	92.1	54.5	3.0	8.6	17.1	24.3	7.0	12.1	11,438
FREDERICK SASSCER JR	7-9	925	17.8	92.3	50.0	2.0	8.0	17.0	19.2	9.1	12.2	13,336
G GARDNER SHUGART JR	7-9	902	17.7	93.6	48.0	3.0	5.1	18.7	31.4	7.3	12.4	11,412
GLENRIDGE JR HIGH	7-9	936	17.7	90.6	50.0	3.0	10.1	17.8	34.0	3.7	12.3	12,357
GREENBELT JR HIGH	7-9	988	18.0	94.3	52.0	3.0	10.7	19.7	36.4	7.8	12.5	12,185
GWYNN PARK JR	7-9	978	18.5	93.4	51.0	2.0	6.5	16.5	20.7	7.8	12.0	10,883

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (ANDREW JACKSON JR. HIGH - GWYNN PARK JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SKILL AREA															
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	
		SAS	SE			SE			SE			SE			
ANDREW JACKSON JR	7	98.0	6.03	6.34	-.31	6.16	6.39	-.23	6.11	6.55	-.44	6.35	6.65	-.30	
	9	97.1	7.68	7.58	+.10	7.65	7.52	+.13	7.16	7.69	-.53	7.75	7.74	+.01	
BELAIR JR HI	7	109.1	7.76	7.69	+.07	7.71	7.61	+.10	7.85	7.80	+.05	7.80	7.87	-.07	
	9	112.2	9.39	9.53	-.14	9.42	9.42	+.00	9.15	9.37	-.22	9.35	9.58	-.23	
BELTSVILLE JR HI	7	105.7	7.13	7.28	-.15	7.11	7.23	-.12	7.29	7.42	-.13	7.27	7.50	-.23	
	9	108.2	8.66	9.01	-.35	8.68	8.92	-.24	8.70	8.93	-.23	8.81	9.09	-.28	
BEN D FOULDS JR	7	103.1	6.42	6.96	-.54	6.58	6.95	-.37	6.76	7.13	-.37	6.86	7.21	-.35	
	9	102.8	8.14	8.31	-.17	8.11	8.24	-.13	8.14	8.23	-.09	8.18	8.43	-.25	
BENJAMIN STODDERT JR	7	97.6	6.19	6.30	-.11	6.25	6.35	-.10	6.31	6.51	-.20	6.54	6.61	-.07	
	9	101.4	8.19	8.13	+.06	8.05	8.06	-.01	7.85	8.17	-.32	8.18	8.26	-.08	
BENJAMIN TASKER JR	7	104.8	6.92	7.17	-.25	7.08	7.13	-.05	7.20	7.32	-.12	7.45	7.40	+.05	
	9	110.2	8.92	9.27	-.35	8.78	9.17	-.39	9.10	9.15	-.05	9.21	9.33	-.12	
BLADENSBURG JR HI	7	100.0	5.94	6.59	-.65	6.03	6.61	-.58	6.26	6.78	-.52	6.34	6.87	-.53	
	9	103.0	7.64	8.36	-.70	7.84	8.26	-.42	7.61	8.35	-.74	7.95	8.46	-.51	
BUCK LODGE JR HI	7	108.1	7.19	7.57	-.38	7.12	7.50	-.38	7.39	7.69	-.30	7.70	7.76	+.02	
	9	109.1	8.75	9.13	-.38	8.59	9.03	-.44	8.43	9.03	-.60	9.18	9.20	+.02	
CHARLES CARROLL JR HI	7	103.4	6.80	7.00	-.20	6.76	6.98	-.22	7.16	7.16	+.00	6.93	7.24	-.31	
	9	103.3	8.07	8.50	-.43	8.25	8.30	-.05	8.31	8.38	-.07	8.44	9.49	-.05	
DWIGHT D EISENHOWER	7	104.6	7.18	7.15	+.03	7.21	7.11	+.10	7.20	7.29	-.09	7.34	7.38	-.04	
	9	109.0	8.82	9.12	-.30	8.83	9.02	-.19	8.94	9.02	-.08	8.91	9.19	-.28	
EUGENE BURROUGHS JR	7	111.6	7.48	8.00	-.52	7.41	7.88	-.47	7.56	8.08	-.52	7.80	8.15	-.35	
	9	110.9	9.14	9.36	-.22	9.20	9.28	-.08	9.12	9.23	-.10	9.18	9.42	-.24	
FRANCIS SCOTT KEY JR	7	97.5	6.03	6.28	-.25	6.03	6.34	-.31	6.49	6.50	-.01	6.49	6.59	-.10	
	9	100.9	8.00	8.07	-.07	7.89	8.00	-.11	8.12	8.11	+.01	8.08	8.20	-.12	
FREDERICK SASSER JR	7	101.8	6.91	6.81	+.10	6.93	6.81	+.12	6.83	6.98	-.15	7.19	7.07	+.12	
	9	103.6	7.96	8.42	-.46	8.06	8.34	-.28	7.80	8.42	-.62	8.23	8.53	-.30	
G CARNER SPUGART JR	7	97.9	6.53	6.33	+.20	6.58	6.38	+.20	6.55	6.54	+.01	6.71	6.64	+.07	
	9	100.9	7.74	8.07	-.33	7.85	8.00	-.15	7.51	8.11	-.60	8.00	8.20	-.20	
GLENRIDGE JR HI	7	99.6	6.66	6.54	+.12	6.61	6.57	+.04	6.76	6.73	+.03	6.91	6.83	+.08	
	9	101.7	7.84	8.17	-.33	7.99	8.10	-.11	8.07	8.20	-.13	8.23	8.30	+.07	
GREENBELT JR HI	7	99.6	6.78	6.54	+.24	6.74	6.57	+.17	6.69	6.73	-.04	7.03	6.83	+.20	
	9	105.2	8.09	8.62	-.53	8.28	8.54	-.26	8.25	8.59	-.34	8.34	8.72	-.38	
GWYNN PARK JR	7	97.7	6.25	6.31	-.06	6.32	6.36	-.04	6.23	6.52	-.29	6.60	6.62	-.02	
	9	101.1	7.84	8.10	-.26	8.00	8.02	+.06	7.86	8.14	-.28	8.11	8.23	-.12	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (HYATTSVILLE JR HIGH - STEPHEN DECATUR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$12)
HYATTSVILLE JR HIGH	7-9	763	18.5	90.2	39.2	2.0	8.3	19.5	32.0	7.6	12.4	11,835
JAMES MADISON, JR.	7-9	764	16.6	92.1	44.0	2.0	8.9	19.0	31.5	5.3	12.2	12,249
JOHN HANSEN JR HIGH	7-9	1,104	18.1	93.8	58.0	3.0	8.2	18.3	30.3	3.3	12.4	12,855
KENMOOR JUNIOR	7-9	926	17.8	89.4	48.9	3.0	7.8	18.3	22.3	5.3	12.3	12,515
KENT JR HIGH	7-9	779	16.2	87.8	45.1	3.0	9.0	11.3	25.1	5.6	12.4	13,144
LAUREL JR HIGH	7-9	893	18.6	92.2	46.0	2.0	9.5	26.0	29.2	6.4	12.3	11,896
LORD BALTIMORE JR HIGH	7-9	984	18.1	95.7	52.3	2.0	9.6	21.0	29.5	3.2	12.5	14,370
MARTIN LUTHER KING, JR.	7-9	910	18.5	95.1	47.1	2.0	10.6	30.0	24.4	3.8	12.6	13,465
MARY M BETHUNE JUNIOR	7-9	850	17.6	90.1	46.3	2.0	6.7	15.1	20.7	7.7	12.4	12,679
MT RAINIER JR HIGH	7-9	598	16.5	87.0	34.2	2.0	10.1	13.7	26.5	4.9	12.0	9,872
NICHOLAS OREM JR HIGH	7-9	706	17.1	93.4	39.3	2.0	8.9	22.5	31.0	3.2	12.4	12,720
OXON HILL JR	7-9	917	19.1	94.4	46.0	2.0	8.1	26.5	33.3	3.9	12.5	14,672
ROBERT GODDARD JR HIGH	7-9	1,154	18.9	91.5	57.2	4.0	9.8	17.5	22.9	6.8	12.3	12,321
ROBERT B TANNEY JR HIGH	7-9	877	18.1	93.7	46.3	2.0	11.0	20.5	39.9	4.1	12.5	14,305
ROLLINGCREST JR HIGH	7-9	721	17.8	89.8	38.5	2.0	11.5	23.7	37.0	3.8	12.3	10,873
SAMUEL OGLE JR HIGH	7-9	1,259	17.9	95.6	67.3	3.0	10.2	24.0	38.8	3.2	12.7	14,854
SPAULDING JR HIGH	7-9	776	17.2	93.1	42.0	3.0	9.3	12.8	28.9	7.4	12.2	11,870
STEPHEN DECATUR	7-9	717	16.9	92.7	40.5	2.0	10.3	18.5	37.9	3.9	12.3	14,184

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (HYATTSVILLE JR. HIGH - STEPHEN DECATUR)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

PRINCE GEORGES COUNTY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRP	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE
		SAS	SE			SE			SE			SE		
HYATTSVILLE JR HI	7	101.7	6.66	6.79	-.13	6.81	6.80	+.01	6.96	6.97	-.01	7.07	7.06	+.01
	9	104.2	8.70	8.77	-.07	8.61	8.68	-.07	9.07	8.72	+.35	8.59	8.86	-.27
JAMES MADISON, JR.	7	102.5	6.64	6.94	-.30	6.93	6.93	+.00	6.74	7.10	-.36	7.05	7.19	-.14
	9	106.6	8.23	8.81	-.58	8.63	8.72	-.09	8.30	8.75	-.45	8.54	8.89	-.35
JOHN HANSEN JR HI	7	107.0	7.16	7.44	-.28	7.15	7.38	-.23	7.78	7.56	+.22	7.54	7.64	-.10
	9	108.0	8.64	8.99	-.35	8.51	8.89	-.38	8.96	8.91	+.05	8.85	9.06	-.21
KENNEDY JUNIOR	7	97.2	6.05	6.25	-.20	6.21	6.30	-.09	6.10	6.46	-.36	6.51	6.56	-.05
	9	99.2	7.53	7.86	-.33	7.57	7.80	-.23	7.81	7.94	-.13	7.82	8.01	-.19
KENT JR HI	7	98.7	6.11	6.43	-.32	6.51	6.47	+.04	6.38	6.63	-.25	6.55	6.73	-.18
	9	100.8	7.91	8.06	-.15	8.03	7.99	+.04	8.50	8.10	+.40	8.22	8.19	+.03
LAUREL JR HI	7	102.5	6.89	6.89	+.00	6.97	6.88	+.09	6.73	7.06	-.33	7.06	7.14	-.08
	9	109.0	8.65	9.12	-.43	8.64	9.02	-.38	8.48	9.02	-.54	9.09	9.19	-.10
LORD BALTIMORE JR HI	7	104.6	7.28	7.35	-.11	7.14	7.33	-.19	7.12	7.52	-.40	7.62	7.68	-.06
	9	110.7	9.10	9.33	-.23	9.27	9.24	+.03	9.10	9.21	-.11	9.43	9.39	+.04
MARTIN LUTHER KING	7	109.4	7.52	7.73	-.21	7.40	7.64	-.24	7.56	7.83	-.27	7.71	7.90	-.19
	9	108.8	8.73	9.09	-.36	8.88	9.00	-.12	8.70	8.99	-.29	9.00	9.16	-.16
MARY N BETHUNE JR	7	102.7	6.72	6.91	-.19	6.70	6.90	-.20	6.85	7.08	-.23	7.11	7.17	-.06
	9	104.1	8.23	8.48	-.25	8.32	8.40	-.08	7.89	8.47	-.58	8.43	8.59	-.16
MT RAINIER JR HI	7	99.7	6.35	6.55	-.20	6.19	6.58	-.39	6.38	6.74	-.36	6.27	6.84	-.57
	9	98.6	7.49	7.77	-.28	7.61	7.71	-.10	7.48	7.86	-.38	7.67	7.92	-.25
NICHOLAS DREW JR HI	7	106.0	7.16	7.32	-.16	7.13	7.27	-.14	7.10	7.45	-.35	7.52	7.53	-.01
	9	107.7	8.87	8.95	-.08	8.58	8.86	-.28	8.77	8.87	-.10	8.87	9.03	-.16
OXON HILL JR.	7	104.2	7.52	7.34	+.18	7.31	7.29	+.02	7.51	7.47	+.04	7.67	7.55	+.12
	9	110.8	9.54	9.35	+.19	9.12	9.25	-.13	9.88	9.22	+.66	9.34	9.40	-.06
ROBERT GODDARD JR HI	7	99.0	6.40	6.47	-.07	6.48	6.50	-.02	6.59	6.67	-.08	6.72	6.76	-.04
	9	103.8	8.05	8.44	-.39	8.05	8.36	-.31	7.98	8.44	-.46	8.08	8.55	-.47
ROGER B TANEY JR HI	7	108.2	7.22	7.60	-.38	7.16	7.52	-.36	7.47	7.71	-.24	7.63	7.78	-.15
	9	108.5	8.67	9.10	-.43	8.63	9.01	-.38	8.96	9.01	-.05	9.04	9.17	-.13
ROLLINGCREST JR HI	7	102.4	6.57	6.88	-.31	6.29	6.87	-.58	6.49	7.05	-.56	6.77	7.13	-.36
	9	102.6	8.06	8.29	-.23	8.04	8.21	-.17	8.12	8.20	-.08	8.01	8.41	-.40
SAMUEL OGLE JR HI	7	111.7	7.94	8.01	-.07	7.88	7.89	-.01	8.13	8.09	+.04	8.11	8.16	-.05
	9	112.2	9.51	9.54	-.03	9.37	9.44	-.07	9.55	9.28	+.27	9.48	9.59	-.11
SPAULding JR HI	7	97.5	6.29	6.28	+.01	6.21	6.34	-.13	6.32	6.50	-.18	6.65	6.59	+.06
	9	99.9	7.53	7.94	-.41	7.59	7.87	-.28	7.92	8.00	-.08	7.77	8.08	-.31
STEPHEN DECATUR	7	106.3	6.89	7.35	-.46	6.91	7.30	-.39	7.53	7.48	+.05	7.22	7.56	-.34
	9	107.7	8.58	8.95	-.37	8.69	8.86	-.17	8.62	8.87	-.25	9.14	9.03	+.11

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (SUITLAND JR HIGH - WILLIAM WIRT JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
SUITLAND JR HIGH	7-9	796	18.1	89.5	41.0	3.0	7.2	13.0	34.1	7.3	12.2	11,211
SURRATTSVILLE JR HIGH	7-9	898	17.7	93.8	48.7	2.0	10.6	21.5	31.9	2.3	12.3	13,920
THOMAS JOHNSON JR	7-9	1,018	18.3	94.4	52.6	3.0	7.2	18.9	25.2	2.9	12.4	13,753
THOMAS PULLEN JR HIGH	7-9	1,175	19.1	93.7	57.4	4.0	5.9	17.7	29.1	8.5	12.4	13,699
WALKER MILL JUNIOR	7-9	989	19.6	95.8	48.5	2.0	8.4	27.0	22.8	7.2	12.2	11,574
WILLIAM WIRT JR HIGH	7-9	851	18.9	89.6	43.0	2.0	11.9	22.5	24.4	7.0	12.2	10,735

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGES COUNTY (SUITLAND JR. HIGH - WILLIAM WIRT JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

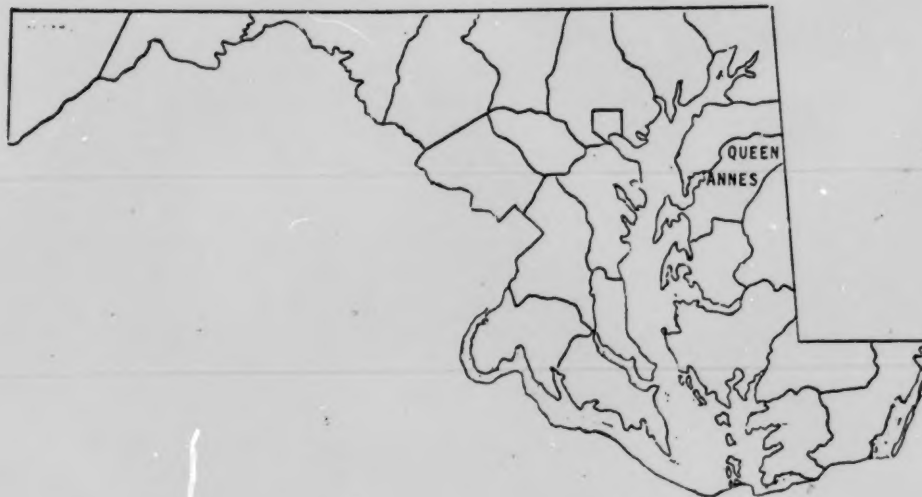
PRINCE GEORGES COUNTY
SCHOOL SYSTEM

..... SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-
		SAS	GE	LAND NORM	ENCE	GE	LAND NORM	ENCE	GE	LAND NORM	ENCE	GE	LAND NORM	ENCE
SUITLAND JR HI	7	97.6	6.10	6.30	-.20	6.07	6.35	-.28	6.02	6.51	-.49	6.15	6.61	-.46
	9	98.3	7.22	7.73	-.51	7.43	7.67	-.24	7.61	7.82	-.21	7.55	7.88	-.33
SURREYTSVILLE JR HI	7	104.9	7.09	7.18	-.09	7.07	7.15	-.08	7.24	7.33	-.09	7.47	7.41	+.06
	9	107.5	8.60	8.92	-.32	8.49	8.83	-.34	8.68	8.85	-.17	9.08	9.00	+.08
THOMAS JOHNSON JR	7	102.0	6.79	6.83	-.04	6.82	6.83	-.01	6.88	7.00	-.12	7.05	7.09	-.04
	9	108.2	8.72	9.01	-.29	8.64	8.92	-.28	8.48	8.53	-.45	9.10	9.09	+.01
THOMAS PULLEN JR HI	7	107.7	7.41	7.52	-.11	7.43	7.45	-.02	7.31	7.64	-.33	7.69	7.72	-.03
	9	108.9	8.48	9.10	-.62	8.43	9.01	-.58	8.55	9.01	-.46	8.72	9.17	-.45
WALKER HILL JUNIOR	7	102.9	6.72	6.94	-.22	6.83	6.93	-.10	6.95	7.10	-.15	7.27	7.19	+.08
	9	103.4	8.25	8.39	-.14	8.09	8.31	-.22	8.39	8.39	+.00	8.17	8.51	-.34
WILLIAM WIRT JR HI	7	100.8	6.44	6.68	-.24	6.34	6.70	-.36	6.55	6.87	-.32	6.86	6.96	-.10
	9	101.8	7.84	8.19	-.35	8.02	8.11	-.09	8.04	8.21	-.17	8.35	8.31	+.04

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Queen Anne's County



Introduction

Queen Anne's County continues to commit itself to providing quality educational opportunities for all its students. The accountability system for which this narrative is written is another aid in assisting Queen Anne's County educators to assess the educational processes offered to the students.

The two instruments prescribed by the Maryland Accountability Program--The Iowa Test of Basic Skills (ITBS) and the Cognitive Abilities Test (CAT)--are used by faculties, administrators, and

central office staff in assessing the goals established for the areas of reading, mathematics, and writing in the original plan. However, these two instruments are only a portion of the assessment instruments used in the continuous movement toward a changing and improving educational program.

Present Status of the Accountability Program

The reading, writing, and mathematics goals, developed and adopted by Queen Anne's County and based upon the state goals, are continually being assessed. Near the end of the past school year principals and faculties in conjunction with central office personnel, reviewed these county goals. Student progress, instructional procedures, and evaluation instruments were taken into consideration in planning for this present school year. Additional time during the summer was devoted to a continuation of this review by the school administrators and central office personnel.

A reading task force of central office supervisors visited all schools in the county and met with faculties and administrators, after observing classes in session, to discuss the program in each school. These visits allowed the task force to evaluate individual school reading goals and to give each school the opportunity to consider its goals in perspective with the county goals.

The task force, with the assistance of each faculty and administrator, was unable to propose various recommendations. A flow chart was developed based upon the text and materials used for the highly able, the typical, and the disadvantaged reader. In these visits, the task force also concerned itself with the writing goals of individual schools and the county-wide goals. Meetings were held to develop materials and further investigate other materials and their relationships to the writing goals. A Language Arts Scope and Sequence in development for the past year will be completed in this school year, and the task force and faculty recommendations are being considered by the language arts committee developing the working copy of the bulletin.

Mathematics test results were assessed. Item analyses have been completed and each school is looking at its program to build upon the needs of its students. A faculty member from each school will be assigned to work on the system level to review test results and county objectives. Two schools are involved in piloting different programs to ascertain the feasibility of these programs being adopted for county use.

Local Assessment Activities

The state testing programs require that the following be administered.

- General

- Grades 3, 5, 7, 9 -- Iowa Test of Basic Skills
- Grades 7, 11 -- Maryland Basic Skills Reading

- Early Identification

- K, 1 -- Parent Interview Checklist
- Systematic Teacher Observation Instrument
- Cognitive Skill Assessment Battery
- Classroom Behavior Inventory

• <u>Title I</u>	<u>Pre-Test</u>	<u>Post-Test</u>
• K. - Metropolitan Readiness	A	F
• 1. - Metropolitan Readiness	F	P-I
• 2. - Metropolitan Readiness	P-I	P-II
• 3. - Metropolitan Readiness	P-II Elem-F	Elem-F Elem-G

Special Education

- Intellectually Limited -- WISC
- Specific learning disabilities -- Slingerland, language disability; Wepman, pre-reading, auditory discrimination; Detroit Test of Learning Aptitude.

As stated previously in this report, county educators are continually attempting to determine how these test results may be best utilized in attaining county and system goals. Along with these tests, the county has developed two instruments, functional reading on grade 4 and grade 8, to assist further the educators in determining program and curriculum development. The need to continually assess programs has been a goal in Queen Anne's County, and the above-mentioned instruments assist in this continuous assessment.

Comments in Accountability Assessment Results

Queen Anne's County, in comparing the three years of accountability testing, has continued a forward progression on the system

level in the average student age series and average grade equivalent scores. The rise is not extraordinary, but it does show a definite progression.

The result of this overall gradual rise is evident in the individual school results which show the scores varying by a month or so with few exceptions. Only where the SAS scores changed significantly is there a change in the grade equivalent.

The continuing emphasis being placed by faculties, administrators, and central office personnel on the evaluation of test results and subsequent recommendations for program development will assist in achieving steady progress.

Program Modification Activities

Queen Anne's County has made certain changes in the utilization of central office staff members and local school faculties to assist students in attaining the education needed for success in school and life. An instructional supervisor has been delegated the instructional area of reading K-12. In-service meetings have been held, functional reading tests developed, and test results scrutinized to develop programs to meet the objectives established in each school and system wide. Supervisors of Instruction have been delegated the duties in mathematics and language arts to develop both of these areas in establishing programs to meet the needs of the students.

On the individual school level, members of the faculty have been selected to coordinate the areas of reading, writing and mathematics. These coordinators will then meet to coordinate the programs county-wide.

Unmet Needs for Resources to Permit Improvement of Programs and Services

Queen Anne's County, although a typical, small county, is devoting as much time as possible through the dedication of its teachers, administrators, and central office personnel to the development of assessment instruments and the evaluation of those instruments used under state directives.

General Comments

Queen Anne's County is committed to the best education possible for its students. Both state and local evaluate instruments will be used in assessing existing programs. The needs of Queen Anne's County students will be determined in this manner and appropriate improvements made.

QUEEN ANNE'S COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
19,600	\$11,436	17.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.5	10.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,756	\$11,239	\$18,984	7.6	16.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
15.0%	19.3	94.7%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,111.74	\$764.03	68.7%	\$22.04

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.0%	\$5.26	0.5%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

QUEEN ANNE'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE #

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	305	94.75	5	101.1	16.32	3.56	1.05
	5	382	91.62	4	100.3	14.39	4.92	1.56
	7	422	89.81	3	102.6	15.87	6.82	1.71
	9	440	84.32	1	99.3	15.69	8.03	1.87
(2) READING COMPRE- HENSION (ITBS)	3	305	94.75	5	101.1	16.32	3.63	1.20
	5	382	91.62	4	100.3	14.39	5.12	1.46
	7	422	89.81	3	102.6	15.87	6.91	1.64
	9	440	84.32	1	99.3	15.69	8.05	1.90
(3) SPELLING (ITBS)	3	305	94.75	5	101.1	16.32	4.47	1.31
	5	382	91.62	4	100.3	14.39	5.52	1.78
	7	422	89.81	3	102.6	15.87	7.08	2.01
	9	440	84.32	1	99.3	15.69	8.16	2.08
(4) CAPITAL- IZATION (ITBS)	3	305	94.75	5	101.1	16.32	4.38	1.29
	5	382	91.62	4	100.3	14.39	5.79	1.68
	7	422	89.81	3	102.6	15.87	7.06	2.15
	9	440	84.32	1	99.3	15.69	7.75	2.07
(5) PUNCTUATION (ITBS)	3	305	94.75	5	101.1	16.32	4.44	1.47
	5	382	91.62	4	100.3	14.39	5.91	1.66
	7	422	89.81	3	102.6	15.87	7.07	1.95
	9	440	84.32	1	99.3	15.69	7.81	2.09

• SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

QUEEN ANNE'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE #
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	305	94.75	5	101.1	16.32	3.90	1.37
	5	382	91.62	4	100.3	14.39	5.24	1.61
	7	422	89.81	3	102.6	15.87	6.99	1.94
	9	440	84.32	1	99.3	15.69	7.69	2.18
(7) LANGUAGE TOTAL (ITBS)	3	305	94.75	5	101.1	16.32	4.30	1.19
	5	382	91.62	4	100.3	14.39	5.62	1.49
	7	422	89.81	3	102.6	15.87	7.05	1.77
	9	440	84.32	1	99.3	15.69	7.85	1.80
(8) MATHEMATICAL CONCEPTS (ITBS)	3	305	94.75	5	101.1	16.32	3.58	0.98
	5	382	91.62	4	100.3	14.39	5.28	1.29
	7	422	89.81	3	102.6	15.87	7.37	1.60
	9	440	84.32	1	99.3	15.69	8.06	1.76
(9) MATHEMATICAL PROBLEMS (ITBS)	3	305	94.75	5	101.1	16.32	3.50	1.10
	5	382	91.62	4	100.3	14.39	5.24	1.22
	7	422	89.81	3	102.6	15.87	7.03	1.61
	9	440	84.32	1	99.3	15.69	8.18	1.74
(10) MATHEMATICAL TOTAL (ITBS)	3	305	94.75	5	101.1	16.32	3.54	0.98
	5	382	91.62	4	100.3	14.39	5.26	1.18
	7	422	89.81	3	102.6	15.87	7.20	1.49
	9	440	84.32	1	99.3	15.69	8.12	1.63

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

QUEEN ANNE'S COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	98.0	97.9	101.1
	5	99.1	101.1	100.3
	7	99.3	100.8	102.6
	9	97.1	96.6	99.3
VOCABULARY (ITBS)	3	3.31	3.24	3.56
	5	4.88	4.96	4.92
	7	6.54	6.73	6.82
	9	8.18	7.95	8.03
READING COMPREHENSION (ITBS)	3	3.33	3.30	3.63
	5	5.18	5.08	5.12
	7	6.78	6.83	6.91
	9	8.32	7.92	8.05
LANGUAGE TOTAL (ITBS)	3	3.80	3.90	4.30
	5	5.35	5.45	5.62
	7	6.97	6.93	7.05
	9	8.26	8.07	7.85
MATHEMATICAL TOTAL (ITBS)	3	3.42	3.39	3.54
	5	5.21	5.23	5.26
	7	6.84	6.72	7.20
	9	8.15	8.23	8.12

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

QUEEN ANNES COUNTY (CENTREVILLE PRIMARY - QUEEN ANNES COUNTY HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE†

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
CENTREVILLE PRIMARY	K-3	366	22.2	95.1	15.5	1.0	12.3	16.0	9.1	16.8	11.1	8,102
CHURCH HILL	K-5	157	17.4	96.1	8.0	1.0	6.3	15.5	11.1	13.4	10.3	7,900
GRASONVILLE PRIMARY	K-4	190	15.8	95.3	11.0	1.0	10.1	14.6	8.3	32.6	10.0	6,789
KENNARD INTERMEDIATE	4-6	487	19.5	96.8	24.0	1.0	6.7	26.0	4.0	19.4	10.7	7,876
KENT ISLAND ELEM	K-4	448	20.8	96.1	20.5	1.0	4.2	24.0	13.9	9.4	10.6	10,458
SUDLERSVILLE ELEM	K-4	337	19.8	94.7	16.0	1.0	9.0	19.0	5.9	17.0	10.3	7,209
STEVENSVILLE MIDDLE	5-8	416	18.9	95.2	21.0	1.0	3.8	11.5	22.7	9.4	10.8	10,458
SUDLERSVILLE MIDDLE	5-8	361	19.0	94.9	18.0	1.0	9.2	7.0	10.5	17.5	10.3	7,209
CENTREVILLE MIDDLE	7-8	465	17.9	96.1	23.9	2.0	10.1	16.8	27.0	20.1	10.6	7,778
QUEEN ANNES COUNTY HIGH	9-12	1,529	20.0	93.6	73.5	3.0	11.2	15.0	37.9	17.1	10.5	8,209

† SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

QUEEN ANNES COUNTY (CENTREVILLE PRIMARY - QUEEN ANNES COUNTY HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

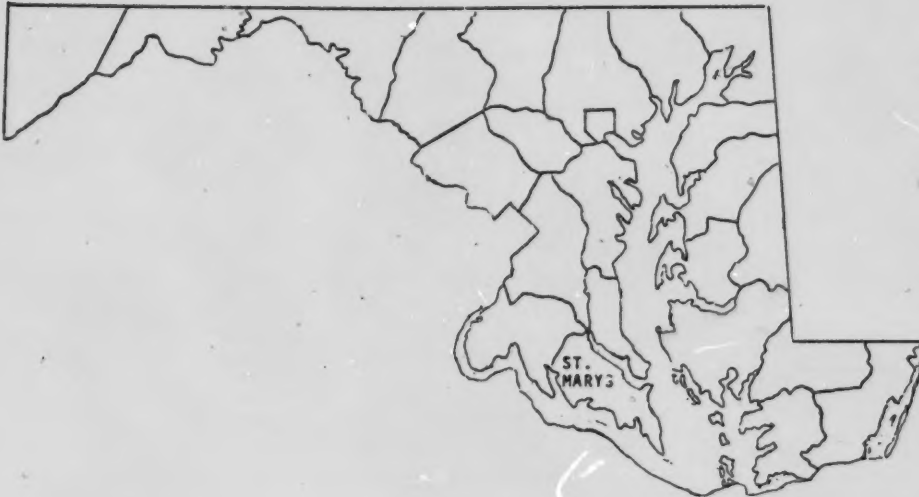
QUEEN ANNES COUNTY
SCHOOL SYSTEM

..... SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-
		SAS	GE	NORM	ENCE	GE	NORM	ENCE	GE	NORM	ENCE	GE	NORM	ENCE
CENTREVILLE PRIMARY	3	103.3	3.57	3.79	-.22	3.73	3.86	-.13	4.33	4.26	+.07	3.50	3.83	-.33
CHURCH HILL ELEM	3	88.9	2.90	2.87	+.03	3.29	2.91	+.38	3.74	3.32	+.42	3.26	2.99	+.27
	5	95.1	4.79	4.64	+.15	5.16	4.69	+.47	5.40	4.99	+.41	5.43	4.93	+.50
GRASONVILLE PRIMARY	3	105.4	3.38	3.92	-.54	3.60	4.00	-.40	4.24	4.40	-.16	3.77	3.96	-.19
KEYNARD INTERMEDIATE	5	100.7	4.91	5.13	-.22	5.18	5.16	+.02	5.88	5.46	+.42	5.23	5.38	-.15
KENT ISLAND ELEM	3	103.4	3.92	3.80	+.12	3.76	3.87	-.11	4.43	4.27	+.16	3.71	3.84	-.13
SUDLERSVILLE ELEM	3	97.8	3.48	3.44	+.04	3.48	3.50	-.02	4.34	3.90	+.44	3.39	3.51	-.12
STEVENSVILLE MIDDLE	5	100.6	4.98	5.12	-.14	4.86	5.15	-.29	5.08	5.45	-.37	5.13	5.27	-.24
	7	105.3	7.22	7.23	-.01	7.24	7.19	+.05	7.37	7.37	+.00	7.22	7.45	-.23
SUDLERSVILLE MIDDLE	5	100.9	4.93	5.14	-.21	5.33	5.10	+.23	5.81	5.48	+.33	5.45	5.40	+.05
	7	102.8	6.87	6.92	-.06	6.96	6.92	+.04	7.41	7.09	+.32	7.29	7.18	+.11
CENTREVILLE MIDDLE	7	101.7	6.67	6.75	-.12	6.79	6.80	-.01	6.81	6.97	-.16	7.16	7.06	+.10
QUEEN ANNES COUNTY H	9	99.2	8.03	7.86	+.17	8.05	7.80	+.25	7.85	7.94	-.09	8.12	8.01	+.11

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

St. Mary's County



A Systematic Approach to Improving Instruction

Over the past three years, primarily as a result of the assessment of basic skills achievement, reading has received considerable attention as the instructional program of highest priority in St. Mary's County. This attention is reflected in a number of county-wide programs on all grade levels, as well as a variety of school-based activities and programs discussed later in this report. These county-wide programs, beginning in kindergarten and ranging through senior high school, include:

- An Early Identification Program, piloted in nine schools in 1974-75 and installed in all elementary schools in the fall of the 1975-76 school year'. This program provides for the early detection and remediation of specific learning disabilities for entering kindergarten, first-, and second-grade students. A major strength of this program is the individual nature of the assessment and prescription;

- A corrective/remedial reading program presently operating in the elementary schools and serving students in grades one through five: A total of eight reading specialists are now providing corrective/remedial services to pupils referred by classroom teachers as well as consultant help to elementary school teachers in all elementary schools in the county;
- A school-wide reading program operating in all four middle schools this school year: This program was instituted three years ago by the principal and staff of the Margaret Brent Middle School. Responding to a need reflected in low achievement scores in reading and vocabulary, the program reaches all students and involves all members of the professional staff. In addition, this year basal readers will be used with all groups in order to provide a more systematic, developmental approach to reading. Both pre and inservice activities for teachers in the use of the basal reader approach are included in the program;
- A functional reading program in all middle and high schools: Beginning in the spring semester last year for students who did not achieve mastery on the Maryland Functional Reading Test, this program has now expanded to include students in grades 6 through 12 who have not mastered functional reading skills; and
- A revision of goals and objectives for the county's media program: This revision was completed in a series of workshops in 1975-76 involving media specialists, teachers, and administrators, and resulted in revised goals and objectives which are both congruent with and supportive of the St. Mary's County goals for reading, writing, and mathematics.

Interpretation and Presentation of MAP Results

The presentation of information from the accountability assessment to the educational community and general public of St. Mary's County is accomplished in a number of ways. In December each year, the Coordinator for Accountability presents an oral and written report and an analysis of county and school results to the local Board of Education. Following this report, a copy of the written analysis is distributed to and discussed with representatives of the local media. The following week each principal sends a letter to the parents of students in his/her school which describes the school's averages, the school staff's analysis of the test results, and a description of programs and activities instituted during that school year to improve in those areas identified as priority areas in that school. A final communication, that of each student's scores on both the achievement and ability tests and an analysis of these scores, is sent to parents in May each year.

Locally Initiated Evaluative Efforts

St. Mary's County's organizational plan includes an elementary school program spanning the grades from kindergarten through grade 5; a middle-school program for grades 6, 7, and 8, and a four-year high-school program. When the assessment portion of the Maryland Accountability Program was adopted in 1973 to serve also as the county testing program, a number of educators felt that there was a need for more recent test information on students entering the ninth grade. As a result, a decision was made in 1974 to administer Form 6 of the Iowa Test of Basic Skills to eighth grade students each spring. Information from this test is used by middle-school principals and their staffs to assess growth over the middle-school years, and by high school counselors and teachers to identify and provide programs for students with deficiencies in skill areas measured by this test.

Program Modification Activities

In St. Mary's County the basic approach to improving instruction incorporating information from the Iowa Tests of Basic Skills and the Cognitive Abilities Test, has emphasized school-level programs and activities. These programs and activities are instituted by the principal and school staff following an extensive study of test scores, information from item analysis, and school objectives. Using a series of eight work-sheets, the school principals and their staffs complete this analysis annually, using information from the current year's testing to update information from previous years. A major outcome of this study is a description of programs and activities to be instituted or continued in a school to meet the specific needs of students in that school as determined by the school's analysis.

School System's Unmet Needs

The Maryland Accountability Act requires the establishment of a program of accountability consisting of six elements. The last of these elements requires that "re-evaluation of programs, goals, and objectives shall be regularly undertaken". During the first three years much has been done in St. Mary's County to satisfy the other requirements of the act, however, little has been accomplished with regard to this final element. There is a need for staff with training in evaluation, research, and related disciplines to work in this and similar areas.

Comments

The introduction to the Maryland Accountability Act articulates a goal for public education in the state which includes but is much broader than that of insuring that all students receive the best possible instruction in the basic skill areas of reading, writing, and mathematics.

While the analysis of both input and output data in the basic subject areas has proceeded well, the analysis of the educational process in these areas has been less successful, as have efforts to apply the accountability model to educational areas outside the basic skill areas.

Providing the opportunities to help each individual realize his fullest potential means a great deal more than insuring that all students can read, write, and compute. Being responsible for seeing that all students "have access to an education that will enable them to function to the best of their abilities as informed citizens" requires that school personnel become accountable for a broad range of academic and non-academic areas of student development.

In the future the accountability effort must approach these areas with the same level of commitment that has been demonstrated for reading, writing, and mathematics.

ST MARY'S COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
50,700	\$10,442	18.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
11,990	\$11,197	\$18,446	8.5	17.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.2%	18.8	94.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,113.54	\$761.45	68.4%	\$30.34

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.7%	\$14.70	1.3%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

ST. MARY'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	878	94.19	16	99.2	16.08	3.39	1.12
	5	936	95.62	16	100.2	16.75	5.20	1.51
	7	990	91.31	4	100.9	15.73	6.59	1.86
	9	982	87.07	2	100.9	16.69	7.98	2.12
(2) READING COMPRE- HENSION (ITBS)	3	874	94.42	16	99.2	16.08	3.50	1.20
	5	936	95.62	16	100.2	16.75	5.24	1.46
	7	990	92.53	4	100.9	15.73	6.75	1.70
	9	982	87.07	2	100.9	16.69	8.17	2.07
(3) SPELLING (ITBS)	3	878	94.31	16	99.2	16.08	4.11	1.34
	5	936	95.94	16	100.2	16.75	5.52	1.67
	7	990	91.31	4	100.9	15.73	6.79	2.02
	9	982	86.86	2	100.9	16.69	8.01	2.35
(4) CAPITAL- IZATION (ITBS)	3	878	94.42	16	99.2	16.08	4.04	1.31
	5	936	95.94	16	100.2	16.75	5.80	1.62
	7	990	91.72	4	100.9	15.73	6.73	2.04
	9	982	86.97	2	100.9	16.69	8.32	2.44
(5) PUNCTUATION (ITBS)	3	878	94.53	16	99.2	16.08	4.24	1.45
	5	936	95.94	16	100.2	16.75	5.77	1.48
	7	990	90.71	4	100.9	15.73	6.43	2.01
	9	982	86.86	2	100.9	16.69	8.03	2.38

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ST. MARY'S COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	878	94.19	16	99.2	16.08	3.71	1.31
	5	936	95.62	16	100.2	16.75	5.43	1.67
	7	990	91.11	4	100.9	15.73	6.78	1.97
	9	982	84.93	2	100.9	16.69	7.93	2.25
(7) LANGUAGE TOTAL (ITBS)	3	878	94.53	16	99.2	16.08	4.04	1.18
	5	936	95.94	16	100.2	16.75	5.65	1.41
	7	990	94.04	4	100.9	15.73	6.71	1.75
	9	982	87.37	2	100.9	16.69	8.08	2.10
(8) MATHEMATICAL CONCEPTS (ITBS)	3	878	94.08	16	99.2	16.08	3.53	0.99
	5	936	95.51	16	100.2	16.75	5.56	1.36
	7	990	91.11	4	100.9	15.73	7.01	1.56
	9	982	86.97	2	100.9	16.69	8.44	1.90
(9) MATHEMATICAL PROBLEMS (ITBS)	3	878	93.85	16	99.2	16.08	3.55	1.07
	5	936	95.41	16	100.2	16.75	5.46	1.32
	7	990	89.80	4	100.9	15.73	6.75	1.67
	9	982	87.17	2	100.9	16.69	8.31	1.95
(10) MATHEMATICAL TOTAL (ITBS)	3	878	94.08	16	99.2	16.08	3.56	0.96
	5	936	95.73	16	100.2	16.75	5.52	1.24
	7	990	91.11	4	100.9	15.73	6.93	1.48
	9	982	87.17	2	100.9	16.69	8.38	1.81

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	98.7	95.9	99.2
	5	100.3	99.1	100.2
	7	100.9	100.2	100.9
	9	98.6	99.3	100.9
VOCABULARY (ITBS)	3	3.29	3.16	3.39
	5	5.14	5.02	5.20
	7	6.47	6.50	6.59
	9	7.82	7.82	7.98
READING COMPREHENSION (ITBS)	3	3.38	3.29	3.50
	5	5.26	5.12	5.24
	7	6.75	6.76	6.75
	9	8.01	7.97	8.17
LANGUAGE TOTAL (ITBS)	3	3.73	3.63	4.04
	5	5.37	5.33	5.65
	7	6.61	6.56	6.71
	9	7.77	7.72	8.08
MATHEMATICAL TOTAL (ITBS)	3	3.46	3.34	3.56
	5	5.47	5.36	5.52
	7	6.98	6.73	6.93
	9	8.15	8.21	8.38

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

ST. MARYS COUNTY (BANNEKER - LEONARDTOWN MIDDLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
BANNEKER	K-5	445	20.6	96.4	20.6	1.0	7.2	7.0	4.6	20.0	12.0	8,492
DYNARD	P-5	305	16.5	96.3	18.0	0.5	6.0	11.0	2.7	0.0	10.5	6,862
FRANK KNOX	K-5	400	22.2	96.5	17.0	1.0	7.1	16.0	11.1	5.3	12.3	8,249
GEORGE W CARVER	K-5	253	19.5	95.7	12.0	1.0	4.9	8.0	23.1	25.7	NA	NA
GREAT MILLS	K-5	175	23.3	96.3	6.5	1.0	14.4	6.5	53.3	18.9	12.2	8,569
GREENVIEW KNOLLS	K-5	498	25.5	96.0	18.5	1.0	13.5	14.8	20.5	11.2	12.2	8,213
HOLLYWOOD	K-5	183	18.3	96.0	9.0	1.0	12.5	18.0	30.0	15.5	11.6	8,206
LEONARDTOWN ELEM	K-5	342	21.4	97.4	15.0	1.0	15.3	14.0	31.3	NA	NA	NA
LEXINGTON PARK	K-5	445	21.7	95.9	19.5	1.0	7.7	32.0	14.6	4.9	12.3	8,249
MECHANICSVILLE	P-5	377	20.9	95.7	17.0	1.0	4.4	11.5	5.5	28.8	10.7	8,003
OAKVILLE	K-5	307	23.6	96.0	12.0	1.0	5.1	9.0	30.8	18.2	11.4	8,245
PARKHALL	P-5	373	21.9	95.0	16.0	1.0	5.0	11.0	11.8	16.3	12.1	8,220
PINEY POINT	P-5	469	18.9	96.2	23.8	1.0	5.6	13.0	24.2	16.5	12.1	9,244
RIDGE	K-5	213	19.4	96.7	10.0	1.0	8.7	31.0	27.3	19.6	12.0	8,194
TOWN CREEK	K-5	317	21.1	96.8	14.0	1.0	10.5	11.0	33.3	10.0	12.3	8,248
WHITE MARSH	K-5	384	21.3	97.4	17.0	1.0	6.1	47.0	16.7	26.6	10.8	8,227
ESPERANZA	6-8	723	17.2	95.2	39.5	2.5	8.7	13.6	26.2	16.0	12.2	8,549
LEONARDTOWN MIDDLE	6-8	600	15.1	94.3	42.0	3.0	7.6	15.2	11.1	15.7	12.1	8,965

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ST. MARYS COUNTY (BANNEKER - LEONARDTOWN MIDDLE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

ST. MARYS COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL	
		AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE
BANNEKER	3	95.6	3.12	3.30	-.18	3.28	3.35	-.07	3.94	3.76	+.18	3.47	3.38	+.09
	5	97.2	4.40	4.83	-.43	4.63	4.87	-.24	5.00	5.17	-.17	4.92	5.11	-.19
DYNARD	2	94.5	3.32	3.23	+.09	3.37	3.28	+.09	3.85	3.69	+.16	3.54	3.22	+.22
	5	95.2	4.90	4.64	+.26	4.94	4.69	+.25	5.62	4.99	+.63	5.15	4.93	+.22
FRANK KNOX	3	103.1	3.58	3.78	-.20	4.02	3.85	+.17	4.41	4.25	+.16	3.88	3.82	+.06
	5	100.8	5.86	5.13	+.73	5.73	5.17	+.56	5.79	5.47	+.32	5.83	5.39	+.44
GEORGE W CARVER	3	98.5	3.15	3.48	+.17	3.81	3.54	+.27	4.91	3.95	+.96 *	4.06	3.55	+.51
	5	93.1	5.67	4.46	+1.21 *	5.12	4.52	+.60	5.92	4.82	+1.10 *	5.94	4.77	+1.17 *
GREAT MILLS	2	101.2	3.47	3.66	-.19	3.61	3.72	-.11	3.76	4.12	-.36	3.63	3.71	-.08
	5	91.4	4.37	4.31	+.06	4.61	4.27	+.24	4.69	4.68	+.01	4.86	4.63	+.23
GREENVIEW KNOLLS	2	94.6	3.17	3.24	-.07	3.16	3.29	-.13	3.52	3.69	-.17	3.34	3.32	+.02
	5	101.1	5.30	5.16	+.14	5.34	5.20	+.14	5.52	5.49	+.03	5.29	5.41	-.12
HOLLYWOOD	3		3.56			3.75			4.09			3.80		
	5		5.24			5.64			6.22			6.15		
LEONARDTOWN ELEM	2	105.1	3.27	3.91	-.64	3.43	3.98	-.55	4.24	4.38	-.14	3.49	3.94	-.45
	5	107.3	5.12	5.70	-.58	5.27	5.72	-.45	5.64	6.02	-.38	5.48	5.91	-.43
LEXINGTON PARK	3	107.0	3.80	4.03	-.23	3.66	4.10	-.44	4.17	4.50	-.33	3.68	4.05	-.37
	5	103.6	5.09	5.32	-.29	5.47	5.41	+.06	5.56	5.71	-.15	5.34	5.61	-.27
MECHANICSVILLE	3	93.6	2.92	3.17	-.25	2.96	3.22	-.26	3.88	3.63	+.25	3.22	3.26	-.04
	5	102.6	4.68	5.38	-.70	4.92	5.41	-.49	5.52	5.71	-.19	5.14	5.61	-.47
OAKVILLE	2	104.2	3.30	3.65	-.55	3.41	3.95	-.52	3.96	4.23	-.37	3.51	3.89	-.38
	5	95.3	4.57	4.65	-.08	4.66	4.70	-.04	5.14	5.01	+.13	5.12	4.95	+.17
PARKHALL	3	94.5	3.68	3.23	+.45	3.28	3.28	+.00	4.03	3.69	+.34	3.25	3.32	-.07
	5	96.7	5.68	4.78	+.90 *	5.52	4.82	+.70 *	6.00	5.12	+.88 *	6.20	5.06	+1.14 *
PINEY POINT	3	95.3	2.96	3.28	-.32	3.36	3.33	+.03	3.61	3.74	-.13	3.27	3.36	-.09
	5	101.9	5.21	5.23	-.02	5.41	5.26	+.15	5.63	5.56	+.07	5.77	5.46	+.29
RICE	2	99.4	3.83	3.54	+.29	3.77	3.60	+.17	4.36	4.01	+.35	3.72	3.60	+.12
	5	98.4	5.09	4.92	+.17	5.31	4.97	+.34	6.39	5.27	+1.12 *	5.74	5.20	+.54
TOWN CREEK	3	106.6	3.75	4.00	-.25	3.95	4.08	-.13	4.37	4.48	-.11	3.85	4.03	-.18
	5	106.8	6.36	5.66	+.70	6.21	5.68	+.53	6.49	5.97	+.52	5.92	5.87	+.05
WHITE MARSH	3	99.2	3.53	3.53	+.00	3.67	3.59	+.08	4.22	3.99	+.23	3.79	3.59	+.20
	5	102.9	5.32	5.32	+.00	5.08	5.35	-.27	5.74	5.65	+.09	5.95	5.56	+.39
ESPERANZA	7	105.0	6.93	7.19	-.26	7.18	7.16	+.02	7.26	7.34	-.08	7.45	7.42	+.03
LEONARDTOWN MIDDLE	7	101.6	6.83	6.78	+.05	6.91	6.76	+.13	6.98	6.96	+.02	7.02	7.05	-.03

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ST. MARYS COUNTY (MARGARET BRENT JR. HIGH - GREAT MILLS SR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
MARGARET BRENT JR HIGH	6-8	756	17.6	94.0	40.5	2.5	9.4	16.5	16.3	29.2	10.9	7,626
SPRING RIDGE MIDDLE	6-8	846	17.6	94.8	45.5	2.5	7.7	19.5	12.5	13.9	NA	NA
CHOPTICON SR HIGH	9-12	1,630	23.3	91.3	65.0	5.0	8.6	15.0	27.1	26.8	11.6	8,154
GREAT MILLS SR HIGH	9-12	1,585	21.1	89.	70.0	5.0	7.7	13.9	22.7	18.4	12.2	8,355

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ST. MARYS COUNTY (MARGARET BRENT JR. HIGH - GREAT MILLS SR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE GROUPS*

ST. MARYS COUNTY
SCHOOL SYSTEM

		SKILL AREAS												
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
		SAS	SE			SE			SE			SE		
MARGARET BRENT JR HI	7	95.9	6.08	6.09	-0.01	6.14	6.16	-0.02	6.11	6.32	-0.21	6.34	6.42	-0.08
SPRING RIDGE MIDDLE	7	101.5	6.56	6.77	-0.21	6.80	6.77	+0.03	6.58	6.95	-0.37	6.92	7.03	-0.11
CHOPTICON SR HI	9	100.4	7.67	8.00	-0.33	7.94	7.94	+0.00	7.77	8.06	-0.29	8.20	8.14	+0.06
GREAT MILLS SR HI	9	101.5	8.31	8.15	+0.16	8.42	8.07	+0.35	8.41	8.18	+0.23	8.57	8.27	+0.30

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Somerset County



Philosophy

The Public School System of Somerset County believes that the goal of education should be to educate all children and young people in the county so that they can assume their roles in society as productive citizens equipped with the necessary skills, understandings, ideas and values which will provide for a continuance of our democratic way of life, strengthen their individuality, and prepare them to cope with and adapt to the changes of the future.

The school system further believes that this goal can only be achieved through a commitment to a comprehensive program of instruction for all children which recognizes:

- that children have varying abilities and aptitudes;
- that there must be continuity in the teaching of the basic skills and understandings;
- that there should be an emphasis on the diagnosis and assessment of individual needs;
- that opportunities should be provided for specialization and enrichment; and
- that experiences in interpersonal relations, decision-making and group interaction are important.

Utilizing Test Results

Each school has studied its objectives and test results, and is in the process of assessing its offerings in reading, mathematics, writing and the skills needed in the content subjects. Priorities are being given to basic reading as well as writing and specific mathematical skills in all grades. Individual item analyses are made to plan activities that will meet the needs of individual students.

Test results show that some progress has been made over the three years that the Maryland Accountability Program has been in effect. We are encouraged by the growth that has been shown in grades 7 and 9 in the skill subjects. Although results show that the county average is nearer the State average, we are striving for the attainment of national averages in all grades. Test results further show that the scores in mathematics improved over previous years. This may be a direct result of better grouping and individualizing improved efforts toward instruction for all children.

Program Planning

The Somerset County Board of Education has requested that Curriculum Guidelines be developed for all grade levels as an overall design for curriculum development. A scope and sequence of skills for each instructional area, suggested materials and activities, and evaluative criteria will be included.

At present, elementary principals and teachers are working on the guidelines in mathematics. This planning will extend to all circular areas and grade levels.

Somerset County has a number of federally-funded programs that have attempted to improve the basic skills of children, and have provided in-service training for teachers on all levels. For Grades K-3, ESEA Title I has employed a resource teacher for each Title I school to work with small groups of students who have deficiencies in mathematics or reading. The ESAA project has resource teachers and paraprofessionals who assist students in Grades 4 - 9. The ESEA Title IV project provides each high school with Language Arts teachers and Counseling teachers who work with potential dropouts.

Because of a reorganization within the central-office structure of the Somerset County Public School System, the responsibility for the implementation of the Maryland Accountability Program now rests within the Division of Instruction. This should enable supervisors and school personnel to take a more active role in the administration of the testing program and the instructional utilization of the results. Curriculum development and improvement will be more closely related to the identified needs of the system.

The system has continued to provide in-service programs for staff. A great percentage of elementary and secondary teachers have taken advantage of reading workshops patterned after the State Model. They have incorporated plans and procedures discussed in the workshops in their teaching. Opportunities for continued professional growth will be offered throughout the school year for all teachers.

Within its resources, Somerset County is making continued efforts to improve basic skills as well as to make instruction more meaningful and relevant to the learner. The results of the third year of testing show progress in a majority of the areas over the previous years. This is encouraging, although there is still some concern about individual and class performance when compared with national norms.

SOMERSET COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
19,200	\$6,380	30.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.0	9.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,343	\$9,857	\$13,868	8.8	22.3

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
14.2%	18.5	95.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,100.13	\$780.72	71.0%	\$34.94

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.2%	\$8.87	0.8%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

SOMERSET COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	310	98.06	9	95.0	15.74	3.59	0.95
	5	336	99.40	9	91.4	19.82	4.82	1.46
	7	378	91.27	5	95.9	15.07	6.33	1.70
	9	364	84.34	3	96.6	15.55	7.86	1.94
(2) READING COMPRE- HENSION (ITBS)	3	310	98.06	9	95.0	15.74	3.62	1.06
	5	336	99.40	9	91.4	19.82	4.97	1.38
	7	378	91.27	5	95.9	15.07	6.60	1.54
	9	364	84.34	3	96.6	15.55	7.93	1.91
(3) SPELLING (ITBS)	3	310	98.06	9	95.0	15.74	4.49	1.34
	5	336	99.40	9	91.4	19.82	5.55	1.76
	7	378	91.27	5	95.9	15.07	6.95	1.98
	9	364	84.34	3	96.6	15.55	8.46	2.23
(4) CAPITAL- IZATION (ITBS)	3	310	98.06	9	95.0	15.74	3.96	1.28
	5	336	99.40	9	91.4	19.82	5.11	1.52
	7	378	91.27	5	95.9	15.07	6.43	1.91
	9	364	84.34	3	96.6	15.55	8.38	2.20
(5) PUNCTUATION (ITBS)	3	310	98.06	9	95.0	15.74	4.14	1.35
	5	336	99.40	9	91.4	19.82	5.28	1.55
	7	378	91.27	5	95.9	15.07	6.31	1.79
	9	364	84.34	3	96.6	15.55	7.90	2.18

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

SOMERSET COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE # (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	310	98.06	9	95.0	15.74	3.69	1.31
	5	336	99.40	9	91.4	19.82	4.77	1.58
	7	378	91.27	5	95.9	15.07	6.49	1.85
	9	364	84.34	3	96.6	15.55	7.59	2.11
(7) LANGUAGE TOTAL (ITBS)	3	310	98.06	9	95.0	15.74	4.08	1.13
	5	336	99.40	9	91.4	19.82	5.18	1.40
	7	378	91.27	5	95.9	15.07	6.55	1.59
	9	364	84.34	3	96.6	15.55	8.08	1.90
(8) MATHEMATICAL CONCEPTS (ITBS)	3	310	98.06	9	95.0	15.74	3.57	0.98
	5	336	99.40	9	91.4	19.82	5.19	1.29
	7	378	91.27	5	95.9	15.07	6.56	1.30
	9	364	84.34	3	96.6	15.55	7.89	1.77
(9) MATHEMATICAL PROBLEMS (ITBS)	3	310	98.06	9	95.0	15.74	3.53	1.00
	5	336	99.40	9	91.4	19.82	5.21	1.24
	7	378	91.27	5	95.9	15.07	6.47	1.43
	9	364	84.34	3	96.6	15.55	8.10	1.75
(10) MATHEMATICAL TOTAL (ITBS)	3	310	98.06	9	95.0	15.74	3.55	0.92
	5	336	99.40	9	91.4	19.82	5.20	1.19
	7	378	91.27	5	95.9	15.07	6.52	1.25
	9	364	84.34	3	96.6	15.55	7.99	1.63

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	92.7	95.3	95.0
	5	91.6	93.4	91.4
	7	90.2	92.1	95.9
	9	93.4	94.8	96.6
VOCABULARY (ITBS)	3	3.17	3.50	3.59
	5	4.81	5.09	4.82
	7	6.18	6.09	6.33
	9	7.72	7.75	7.86
READING COMPREHENSION (ITBS)	3	3.33	3.62	3.62
	5	4.98	5.14	4.97
	7	6.31	6.35	6.60
	9	7.78	8.05	7.93
LANGUAGE TOTAL (ITBS)	3	3.69	4.06	4.08
	5	5.16	5.28	5.18
	7	6.34	6.19	6.55
	9	8.06	8.17	8.08
MATHEMATICAL TOTAL (ITBS)	3	3.28	3.47	3.55
	5	4.98	5.14	5.20
	7	6.45	6.37	6.52
	9	7.80	7.94	7.99

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

SOMERSET COUNTY (CHRISFIELD 1 - SOMERSET JR)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
CRISFIELD 1	P-5	322	20.8	96.0	14.5	1.0	9.4	19.0	19.3	28.5	9.2	5,662
CRISFIELD 3	1-5	192	21.3	97.0	8.0	1.0	17.9	11.5	11.1	31.3	9.2	5,662
GREENWOOD	4-6	321	21.4	96.4	14.0	1.0	8.7	21.0	26.7	19.8	10.6	7,835
MT VERNON 1	1-3	36	18.0	97.4	1.0	1.0	1.0	22.5	0.0	11.3	9.1	7,063
MT VERNON 2	K,4-6	58	29.0	96.3	1.0	1.0	7.0	17.9	0.0	12.7	9.1	7,063
PRINCESS ANNE	K-3	385	27.5	95.8	13.0	1.0	15.9	32.0	14.3	22.0	10.6	7,835
TYLERTON	K-6	20	20.0	96.4	1.0	0.0	2.0	0.0	0.0	48.1	7.6	3,918
WESTOVER CONSOLIDATED	P-6	336	19.8	96.7	15.0	2.0	9.0	19.5	5.9	31.7	10.1	7,085
CARTER G WOODSON	6-8	323	17.0	93.3	18.0	1.0	5.6	27.0	10.5	29.7	9.2	5,660
DEAL ISLAND	P-9	274	18.3	94.2	13.0	2.0	8.8	26.5	13.3	73.7	9.2	3,386
EWELL	K-8	85	24.3	96.2	3.5	0.0	3.7	0.0	0.0	42.7	7.8	4,169
MARION	P-8	337	19.3	97.7	15.5	2.0	12.9	16.3	17.2	32.1	8.6	4,912
CRISFIELD SR	9-12	504	15.3	91.9	31.0	2.0	11.4	15.5	18.2	29.4	9.0	5,386
SOMERSET JR	7-9	598	18.1	93.8	31.0	2.0	8.3	25.0	18.2	22.5	10.2	7,566

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

SOMERSET COUNTY (CRISFIELD 1 - SOMERSET JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

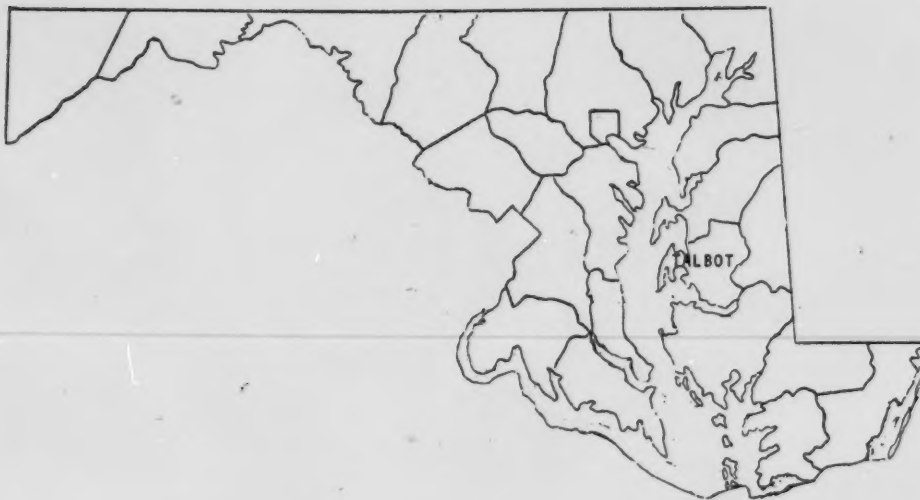
SOMERSET COUNTY
SCHOOL SYSTEM

SCHOOL NAME	SKILL AREAS													
	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
	GRADE	AVERAGE	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-	AVERAGE	MARY-	DIFFER-
	SA	SA	SE	LAND	ENCE	SE	LAND	ENCE	SE	LAND	ENCE	SE	LAND	ENCE
CRISFIELD 1	3	97.9	3.47	3.45	+0.02	3.54	3.50	+0.04	3.92	3.91	+0.01	3.53	3.52	+0.01
	5	97.4	4.24	4.24	+0.00	5.10	4.88	+0.22	5.10	5.10	+0.00	5.29	5.12	+0.17
CRISFIELD 3	3	100.0	3.94	3.63	+0.31	4.24	3.69	+0.55	4.69	4.10	+0.59	4.11	3.69	+0.42
	5	99.0	5.36	4.96	+0.38	5.58	5.02	+0.56	5.56	5.32	+0.24	5.92	5.24	+0.68
GREENWOOD	5	96.6	4.47	4.77	-0.30	4.65	4.81	-0.16	5.03	5.12	-0.09	4.89	5.05	-0.16
MT VERNON 1	3	90.0	3.32	2.94	+0.38	3.43	2.98	+0.45	3.31	3.39	-0.08	3.04	3.05	-0.01
MT VERNON 2	5	100.4	5.85	5.10	+0.75	5.60	5.14	+0.46	5.12	5.44	-0.32	5.27	5.36	-0.09
PRINCESS ANNE	3	99.5	3.80	3.55	+0.25	3.81	3.61	+0.20	4.58	4.01	+0.57	3.86	3.61	+0.25
TYLERTON	3	117.3	4.10	4.68	-0.58	3.80	4.78	-0.98 *	4.87	5.18	-0.31	4.33	4.65	-0.32
	5	105.0	5.00	5.50	-0.50	4.85	5.53	-0.68 *	4.70	5.82	-1.12 *	5.40	5.73	-0.33
WESTOVER CONSOLID	3	78.4	3.62	3.48	+0.34	3.46	3.54	-0.08	3.93	3.94	-0.01	3.20	3.54	-0.34
	5	94.8	4.67	4.59	+0.08	5.10	4.65	+0.45	5.35	4.55	+0.44	4.83	4.89	-0.06
CARTER & WOODSON	7	98.2	6.19	6.37	-0.18	6.71	6.41	+0.30	6.55	6.58	-0.03	6.57	6.67	-0.10
DEAL ISLAND	3	90.8	3.02	2.99	+0.03	3.03	3.04	-0.01	3.34	3.44	-0.10	3.30	3.10	+0.20
	5	92.0	4.71	4.37	+0.34	4.87	4.42	+0.45	5.10	4.73	+0.37	5.05	4.68	+0.37
	7	96.3	6.57	6.14	+0.43	6.52	6.20	+0.32	6.47	6.36	+0.11	6.80	6.46	+0.34
	9	90.5	7.36	6.73	+0.63	7.71	6.69	+1.02 *	8.08	6.96	+1.12 *	7.23	6.94	+0.29
EMELL	3	94.3	2.60	3.22	-0.62	3.42	3.27	+0.15	3.33	3.67	-0.34	3.05	3.30	-0.25
	5	87.6	4.08	3.63	+0.45	3.78	3.71	+0.07	3.71	4.02	-0.31	4.45	4.01	+0.44
	7	95.3	6.61	6.02	+0.59	6.85	6.09	+0.76 *	7.01	6.25	+0.76 *	6.37	6.35	+0.02
MARION	3	78.4	3.27	2.20	+1.07 *	3.37	2.22	+1.15 *	3.52	2.63	+0.89 *	3.12	2.37	+0.75 *
	5	51.0	5.28	4.78	+0.50 *	5.03	4.95	+0.08 *	5.48	1.28	+4.20 *	7.81	1.29	+6.42 *
	7	94.7	7.04	5.94	+1.10 *	7.21	6.03	+1.18 *	7.12	6.18	+0.94 *	7.18	6.29	+0.89 *
CRISFIELD SR	9	101.0	8.34	8.08	+0.26	8.25	8.01	+0.24	8.38	8.13	+0.25	8.55	8.21	+0.34
SOMERSET JR	7	95.1	6.21	5.99	+0.22	6.43	6.07	+0.36	6.42	6.23	+0.19	6.34	6.33	+0.01
	9	94.7	7.63	7.27	+0.36	7.75	7.22	+0.53	7.88	7.42	+0.46	7.75	7.45	+0.30

* SEE APPENDIX C, PAGES C-16 TO C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Talbot County



Philosophy of Education

The public school is an institution, created by our citizens, so that all of the children of all of the people may enjoy an opportunity to participate in all phases of the learning process. Two challenges that our schools face are to determine the extent to which a student has achieved and to encourage him to learn to his greatest potential.

Each child comes to the public schools as a unique individual; it becomes the responsibility of the school to nurture this individuality. It is important that a child's success, happiness, mental health and self-image be built up and that he be accepted for himself.

In our society every human being has value. Every individual is deserving of being respected and of being treated with dignity. Each one is entitled to an opportunity to earn a living for himself and his family.

The teaching profession of the Talbot County Public Schools believes that it has certain responsibilities relating to: (1) our convictions about how learning takes place; (2) our professional attitude toward the learner; (3) the objectives for which our schools are developed and, (4) the organization of our schools.

Our beliefs related to each of these categories are enumerated below:

o Our convictions about how learning takes place.

We believe that:

- a. Learning takes place when the mind is stimulated and appropriate content is available.
- b. Learning is the process of disciplining the mind.
- c. Learning is a unique process for each individual.
- d. Learning is dependent on readiness, relevance, motivation, interest and involvement.

o Our professional attitudes toward the learner.

We believe that:

- a. a teacher must do the best he can for everyone regardless of race, creed, religion, ability, or socio-economic background.
- b. the teacher must respect the dignity and worth of the individual.
- c. teachers should consider the total educational development of the individual in planning an effective educational program.

o The objectives for which schools are developed.

1. Schools should help students demonstrate competence in the basic skills of communication and computation.
2. Schools should develop an understanding and appreciation of different cultures and ways of living.
3. Schools should help individuals become better citizens and develop a sense of responsibility for their actions.
4. Schools should help individuals learn to get along together and respect each other.

5. Schools should develop skills and attitudes that enable pupils to adjust to, live in, and contribute positively to a democratic society in an ever changing world.
6. Schools should help individuals to use the learning process of gathering information, analyzing problems and drawing conclusions.

o The organization of our schools.

We believe that:

1. all classes should be so organized that each person can participate in learning activities.
2. every person should have an equal opportunity to participate in all phases of the school program.
3. schools should be organized to provide optimum opportunities for individualization of learning and efficient utilization of personnel.

Priorities

The philosophy of education which has been outlined in the previous pages will make clear that our teachers believe the basic skills of communication and computation should be one of our first orders of business. This priority was established early in the year 1970 and gives emphasis to the fact that teachers in Talbot County have always considered the basic skills a top priority. A further examination of our philosophy indicates that citizenship, participation in our democratic society, and developing a salable skill are also considered priorities which need to be stressed.

It will be noted from our philosophy and the above statement that our priorities here in Talbot County are consistent with and compatible with those priorities established by the State Department of Education. All of our teachers, administrators, and supervisors participated in developing this philosophy of education, and from it we have continued to develop those priorities which are consistent with this philosophy. Further emphasis is given to this philosophy and the priorities which we have established in that the Talbot County Board of Education adopted this philosophy in 1971.

Comments on Accountability Assessment Results

Test scores for the county are close to the state norms for 1976. This would seem to indicate that students are testing generally at about the same relative positions that they tested in 1975. In order to get a comprehensive picture of the total county testing program,

Talbot County has introduced a percentage growth factor which measures the amount of growth in student achievement that has taken place over the last two years. This figure was arrived at by taking the gain in average grade equivalent score during the testing period in Spring 1974 and comparing it with the grade equivalent score achieved by the same groups in Spring 1976. A look at the percentage growth factor shows that students achieved approximately 86.6 percent of what would have been expected of them during a two-year period in vocabulary, reading, total language, and total mathematics. The percentage of growth in reading from the third grade to the fifth grade was 88 percent; the percentage of growth in reading from the fifth grade to the seventh grade was 90 percent, and the percentage of growth in reading from the seventh grade to the ninth grade was 86 percent. The percentage of growth in total mathematics during the same periods were as follows: from the third grade to the fifth grade was 85 percent; the percentage of growth from the fifth grade to the seventh grade was 89.5 percent, and the percentage of growth from the seventh grade to the ninth grade was 86.5 percent.

Program Modification

During the school year 1975-76, we planned nine summer workshops for teachers, principals, supervisors, and teacher aides. The main thrust of these workshops was to review our instructional objectives in Reading, Writing, Mathematics, Physical Education, Special Education, and Early Childhood Education. These workshops involved about two-thirds of our entire instructional staff and extended from kindergarten through our twelfth grade. Our County Central Office staff and principals were assisted in the development of these summer programs by a number of consultants from our State Department of Education and several of the larger county systems.

Several bulletins were produced in tentative form for guiding teachers as they work in their respective schools. Many teacher-made activities were developed for use by students as learning activities. These resources will certainly help to improve our instructional program and stimulate children in their school life.

One of the important aspects of our program is based on our non-graded organization. Many of our activities are therefore centered around individualization and the uniqueness of the learner.

As a follow-up activity of our workshops, each school will be visited during the year 1976-77 by a team of educators consisting of the County Superintendent, Assistant Superintendent for Instruction, appropriate Instructional Supervisors and Building Principal. There will be two such visits during the year. The purpose of these visits is to observe the work being done in the classrooms and to confer with teachers concerning the implementation of our summer workshop activities.

Comments on Accountability

Educators have been concerned about many facets of learning, but most of their concerns relate to two major thrusts, namely, good citizenship and a salable skill or preparation for a further study.

Good citizenship involves many learning activities, including, but certainly not limited to, reading, writing and mathematics. Many of the skills related to citizenship are not easily measurable by standardized tests. Some of the skills related to citizenship include character development, honesty, integrity, mutual respect, obedience, loyalty, patriotism, discipline, value structure, the wise use of our natural resources, good health procedures, safe driving, freedom to speak, respect for the rights of others, to mention only a few of these citizenship traits. Citizenship is one of the most important aspects of our young peoples' educational experience.

In an educational program which attempts to equate expenditures with academic achievement, there is a tendency to neglect citizenship training. This is especially true because it is difficult, if not almost impossible, to measure objectively those characteristics which relate to good citizenship; that is to say, there is no standardized test developed at this time which could be used as a basis for such citizenship evaluation. Furthermore, the accountability law gives great emphasis to a testing program which enhances the academic areas such as reading, writing, and mathematics.

The report card then for educators is determined by the degree to which students perform successfully on our State Testing Program in the areas of reading, writing, and mathematics; consequently, our top state priority seems to be our state-wide testing program.

Careful consideration needs to be given to the total educational program of our young people. No standardized testing program should ever become the sole basis for an educational program simply because it provides objectivity and lends itself to normative testing. We need, and must continue to have, educational programs which are stimulating and which result in our young people being able to participate in the activities of government in a meaningful manner. One of our goals should be that we would develop young people who can spend an hour or two alone without being entertained by others.

TALBOT COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
25,000	\$10,030	23.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.5	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,645	\$11,527	\$17,819	9.5	21.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
23.9%	15.2	94.6%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,256.12	\$917.94	73.1%	\$29.13

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.3%	\$14.28	1.1%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

TALBOT COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
SKILL AREAS	GRADE	NUMBER OF STUDENTS ENROLLED	PERCENT OF STUDENTS TESTED	NUMBER OF SCHOOLS TESTED	AVERAGE STANDARD AGE SCORES (SAS)	STANDARD DEVIATION (SD)	AVERAGE GRADE EQUIVALENCE (GE)	STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	297	97.64	5	102.7	14.75	3.70	1.00
	5	347	96.83	5	102.7	15.51	5.21	1.53
	7	388	90.72	2	104.0	14.97	6.89	1.85
	9	442	75.57	2	105.9	15.11	8.45	1.99
(2) READING COMPRE- HENSION (ITBS)	3	297	97.64	5	102.7	14.75	3.82	1.18
	5	347	96.83	5	102.7	15.51	5.42	1.43
	7	388	90.72	2	104.0	14.97	7.04	1.77
	9	442	75.57	2	105.9	15.11	8.71	1.74
(3) SPELLING (ITBS)	3	297	97.64	5	102.7	14.75	4.53	1.22
	5	347	96.83	5	102.7	15.51	6.04	1.67
	7	388	90.72	2	104.0	14.97	7.34	2.16
	9	442	75.57	2	105.9	15.11	8.93	2.13
(4) CAPITAL- IZATION (ITBS)	3	297	97.64	5	102.7	14.75	4.22	1.25
	5	347	96.83	5	102.7	15.51	6.04	1.68
	7	388	90.72	2	104.0	14.97	7.42	2.06
	9	442	75.57	2	105.9	15.11	8.80	2.16
(5) PUNCTUATION (ITBS)	3	297	97.64	5	102.7	14.75	4.12	1.40
	5	347	96.83	5	102.7	15.51	5.97	1.60
	7	388	90.72	2	104.0	14.97	7.21	2.02
	9	442	75.57	2	105.9	15.11	8.48	2.22

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE ‡
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENT (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	297	97.64	5	102.7	14.75	3.88	1.32
	5	347	96.83	5	102.7	15.51	5.54	1.72
	7	388	90.72	2	104.0	14.97	7.29	2.12
	9	442	75.57	2	105.9	15.11	8.50	2.34
(7) LANGUAGE TOTAL (ITBS)	3	297	97.64	5	102.7	14.75	4.18	1.10
	5	347	96.83	5	102.7	15.51	5.89	1.46
	7	388	90.72	2	104.0	14.97	7.31	1.87
	9	442	75.57	2	105.9	15.11	8.67	1.95
(8) MATHEMATICAL CONCEPTS (ITBS)	3	297	97.64	5	102.7	14.75	3.78	0.88
	5	347	96.83	5	102.7	15.51	5.41	1.42
	7	388	90.72	2	104.0	14.97	7.05	1.70
	9	442	75.57	2	105.9	15.11	8.54	1.88
(9) MATHEMATICAL PROBLEMS (ITBS)	3	297	97.64	5	102.7	14.75	3.68	1.04
	5	347	96.83	5	102.7	15.51	5.38	1.30
	7	388	90.72	2	104.0	14.97	7.06	1.78
	9	442	75.57	2	105.9	15.11	8.72	1.79
(10) MATHEMATICAL TOTAL (ITBS)	3	297	97.64	5	102.7	14.75	3.74	0.90
	5	347	96.83	5	102.7	15.51	5.40	1.27
	7	388	90.72	2	104.0	14.97	7.06	1.65
	9	442	75.57	2	105.9	15.11	8.63	1.75

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	100.4	98.1	102.7
	5	100.4	99.5	102.7
	7	101.2	99.7	104.0
	9	102.5	102.2	105.9
VOCABULARY (ITBS)	3	3.59	3.54	3.70
	5	5.19	4.92	5.21
	7	6.69	6.67	6.89
	9	8.50	8.52	8.45
READING COMPREHENSION (ITBS)	3	3.66	3.61	3.82
	5	5.24	5.06	5.42
	7	6.99	6.87	7.04
	9	8.71	8.70	8.71
LANGUAGE TOTAL (ITBS)	3	4.18	4.05	4.18
	5	5.52	5.38	5.89
	7	6.92	6.99	7.31
	9	8.61	8.73	8.67
MATHEMATICAL TOTAL (ITBS)	3	3.70	3.59	3.74
	5	5.27	5.02	5.40
	7	6.90	6.78	7.06
	9	8.51	8.48	8.63

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

TALBOT COUNTY (CARDOVA - ST. MICHAELS HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$12)
CORDOVA	K-3	210	21.6	96.5	9.2	0.5	8.2	13.0	11.3	26.8	10.0	6,750
FREDERICK DOUGLASS	K-5	312	15.4	96.2	19.2	1.0	7.9	12.0	14.9	NA	NA	NA
GLENWOOD	4-5	362	15.3	96.5	22.6	1.0	15.6	42.0	15.3	27.1	11.5	8,778
IDLEWILD	2-3	289	13.8	95.8	20.0	1.0	10.9	26.0	19.0	27.6	11.5	8,778
TILGHMAN	K-6	152	16.2	95.7	8.4	1.0	8.3	21.5	31.9	14.4	10.6	7,348
UPPER COUNTY	4-6	164	20.5	95.8	7.5	0.5	7.2	13.0	41.3	25.3	10.7	7,463
WHITE MARSH	K-6	277	14.7	95.8	17.9	1.0	10.1	28.0	10.6	22.2	11.2	8,200
EASTON MIDDLE	6-8	193	17.2	95.2	44.0	2.0	10.9	14.5	15.2	26.7	11.2	8,349
ST MICHAELS	6-8	279	13.9	94.1	19.0	1.0	9.2	10.0	35.0	17.6	11.1	7,886
EASTON HIGH	9-12	1,117	16.9	92.8	63.0	3.0	10.1	22.5	22.7	26.0	11.2	8,283
ST MICHAELS HIGH	9-12	367	12.7	92.2	27.0	2.0	8.8	24.0	34.5	18.1	11.0	7,665

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TALBOT COUNTY (CORDOVA - ST. MICHAELS HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

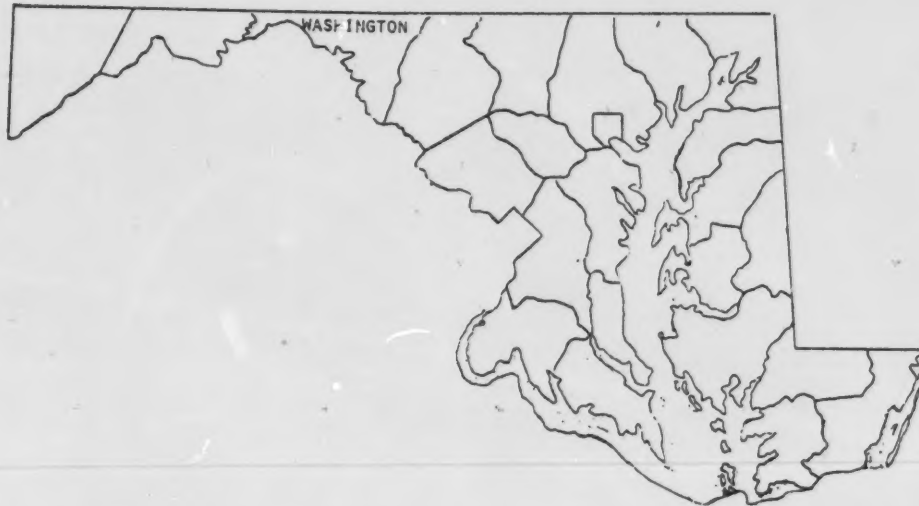
TALBOT COUNTY
SCHOOL SYSTEM

..... SKILL AREAS															
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	AVERAGE	MARY- LAND	DIFFER-	
		SAS	SE	NORM	ENCE	SE	NORM	ENCE	SE	NORM	ENCE	SE	NORM	ENCE	
CORDOVA	2	102.6	3.54	3.75	-.21	3.73	3.81	-.08	3.85	4.22	-.37	3.73	3.79	-.06	
REDEPFICK DOUGLASS	3	106.5	3.97	3.99	-.02	4.07	4.07	+.00	4.79	4.47	+.32	3.93	4.02	-.09	
	5	108.7	5.48	5.82	-.34	5.67	5.84	-.17	6.79	6.13	+.66	6.19	6.02	+.17	
LENWOOD	5	101.5	5.29	5.20	+.09	5.46	5.23	+.23	5.93	5.53	+.40	5.22	5.44	-.22	
OLEWILLO	3	101.2	3.77	3.66	+.11	3.84	3.72	+.12	4.20	4.12	+.08	3.74	3.71	+.03	
SILGMAN	3	106.3	4.09	3.98	+.11	4.26	4.06	+.20	4.73	4.46	+.27	4.09	4.01	+.08	
	5	100.2	5.29	5.08	+.21	5.85	5.12	+.73	6.02	5.42	+.60	5.26	5.24	-.02	
UPPER COUNTY	5	103.9	5.15	5.40	-.25	5.35	5.43	-.08	5.51	5.73	-.22	5.38	5.64	-.26	
WHITE MARSH	3	103.1	3.16	3.78	-.62	3.38	3.85	-.47	3.62	4.25	-.63	3.36	3.82	-.46	
	5	98.6	4.64	4.94	-.30	4.86	4.98	-.12	5.02	5.28	-.26	5.04	5.21	-.17	
ASTON MIDDLE	7	103.2	6.70	6.98	-.28	6.92	6.96	-.04	7.18	7.14	+.04	6.81	7.22	-.41	
ST MICHAELS	7	106.0	7.37	7.32	+.05	7.35	7.27	+.08	7.66	7.45	+.21	7.71	7.53	+.18	
ASTON HI	9	106.1	8.55	8.74	-.19	8.78	8.65	+.13	8.85	8.69	+.16	8.60	9.83	-.23	
ST MICHAELS HI	9	105.3	8.19	8.64	-.45	8.52	8.55	-.03	8.23	8.60	-.37	8.69	8.74	-.05	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Washington County



Major Instructional Priorities

The top three priorities for the Washington County Public School System in the year 1976-77 are:

Reading and Language Arts

This area will be emphasized throughout the system. First priority will be given to eradicating reading deficiencies on all levels of instruction. Concrete programs will be evident in all school buildings.

- System-wide -- Reading and language skill development will be emphasized in the following ways:
 1. Reading and language instruction will be individualized.
 2. Reading and language skills will be emphasized in all content areas.
 3. Special reading and language programs will be provided for students who exhibit marked deficiencies in basic reading and language skills.
- Elementary Level -- Special thrusts will be made in the following areas:
 1. Title I schools will pilot a K-6 reading management system to be used eventually in all elementary schools.
 2. All elementary schools will use a common set of reading objectives and a common testing system to indicate student progress in reading.
- Secondary Level -- Special thrusts will be made in the following areas:
 1. Students with marked deficiencies in reading and language skills will be identified in each school for reading laboratory assignment.
 2. Existing reading laboratories will be strengthened and, if necessary, expanded.
 3. Where reading laboratories do not currently exist, they will be established.

Provision for Alternate Programs

Provisions should be made, within each school, for alternate programs to respond to the gifted and talented and to students who present attendance and discipline problems.

- Systemwide -- Schools-within-schools, house plans, special courses, contracts, will be encouraged.
- Elementary Level -- Special provision will be made:
 1. to identify gifted and talented youngsters and provide for their unique needs.
 2. to identify learning-disabled youngsters and provide for their unique needs.

- Secondary Level - The following programs will be evident:

1. Electives which meet the needs of gifted and talented youngsters.
2. Special provisions for dropout prevention - in the form of program modifications to better meet the needs of dropout prone youth.

Individualization of Instruction

Every effort will be made to meet the wide variety of individual needs evident in the students we are serving.

- Systemwide - The following thrusts will be evident:

1. Testing data will be utilized in order to prescribe instruction and to justify classroom grouping practices.
2. Programs will be provided for students based upon identified needs.

- Elementary Level - The following efforts will be made on the elementary level:

1. Schools will continue to absorb, at the rate they can afford, the individualized mathematics and science programs.
2. Schools will make efforts to compensate for reading problems inherent in the social studies program to the end that reading skills will be improved while the necessary content is mastered.
3. Resource Centers will be reorganized in cooperation with the IRC and elementary supervisors.

- Secondary Level - The following thrusts will be evident:

1. Elective offerings will continue to be available to students in English and social studies.
2. Schools will make efforts to compensate for reading problems in the area of social studies to the end that reading skills will be improved while the necessary content is mastered.
3. Libraries and A-V Centers will be reorganized in cooperation with the IRC and subject-matter supervisors.

4. Four-year programs of study will be developed for each student in the 9th grade. Counselors and the Director of Instructional Support Services will coordinate this effort.

It is obvious that the Maryland Accountability Program has been utilized to provide helpful data both in the identification of instructional program strengths and weaknesses and in the selection of students for special programs.

Interpretation and Presentation of Results

The utilization of a national normed standardized test permits, indeed invites, one to make comparisons. Some of these comparisons are of value, while others are meaningless. All too often, the public, including politicians, parents and perhaps pedagogs, presume that they are able to read and understand the published results of the accountability program. To cite a common misconception - the impression of accuracy conveyed by decimal scores. Informed individuals realize that such a score (3.7 or 9.2, for example), is not a true or fixed score, but indicates an approximation. Every individual's score would vary on successive attempts on any given test. Comparisons in Table 2A may also be misleading. Did the pupils in grades 3, 5 and 7 tested in year 1973-1974 really improve in non-verbal ability as suggested by the results of the testing of grades 5, 7 and 9 in 1975-76?

In order to help clarify the results of the testing programs, in-service training sessions were held with both administrators and teachers. They, in turn, were better qualified to interpret to the parents and pupils both the results of the individual and the school. Most of the schools presented their own results in public meetings, such as Parent-Teacher meetings. Every pupil's individual scores were made available on a separate graphic format which included the county's mean score.

Local Evaluation Reports

A pilot program in reading has been implemented in the elementary schools which has a criterion-reference system as an integral part. This program was referred to earlier in the first section. The Functional Reading test results from the past year were studied in detail and special attention was given to the questions dealing with interests and attitudes. Test scores may reflect competency of skills, but the broader aspect of evaluation can be achieved only when student motivation, self-insight, satisfaction and standards of performance are measured.

Program Modifications

The most significant modification on the secondary level was establishing reading laboratories in schools that did not have them before. This and other modifications are reflected in the instructional priorities outlined in the first section.

Unmet Needs

Many of the program modifications that have resulted from the assessment program require minimal financing. However, state funding should be made available for materials necessary to administer both the ITBS and the CAT and practice test for grade 3. There is also a need for additional in-service training sessions on the local level.

Comments Concerning Accountability Programs

Part of the rationale supporting educationally accountable programs is based on the following assumptions:

- Learning behaviors, expressed as outcomes, can be achieved in multiple ways, some more effective than others;
- Without the presence of some form of accountability process, it is difficult or impossible to gauge learner progress well - either individual or group - or instructional effectiveness for the purpose of decision-making;
- The schools exist primarily to produce publicly-endorsed changes in the learning behavior of their major client, the student;
- Because the resources (time, money, staff, etc.) available in any school district are customarily less than the demands made upon them, it is incumbent upon the administrative staff to seek an optimum balance between the available resources and the most effective means of expending them in attaining publicly-endorsed goals and objectives; and
- The accountability process is a vehicle that holds promise for improving learning outcomes, decision-making and rational adjustments to change pressures.

The validity of any assumption is open to question; accordingly, these assumptions are offered as a variety of limitations.

WASHINGTON COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
107,200	\$10,807	12.7

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.4	11.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
23,111	\$12,262	\$19,209	11.3	18.8

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
30.3%	19.2	94.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,087.80	\$790.59	72.7%	\$32.61

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	\$5.88	0.5%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

WASHINGTON COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	1,695	92.15	28	102.2	16.19	3.77	1.14
	5	1,745	94.27	27	103.1	15.09	5.31	1.53
	7	1,906	95.86	9	104.3	15.37	6.91	1.81
	9	2,087	88.55	7	105.0	15.83	8.27	2.04
(2) READING COMPRE- HENSION (ITBS)	3	1,695	92.39	28	102.2	16.19	3.87	1.33
	5	1,745	94.10	27	103.1	15.09	5.42	1.44
	7	1,906	95.86	9	104.3	15.37	6.91	1.69
	9	2,087	88.36	7	105.0	15.83	8.38	1.92
(3) SPELLING (ITBS)	3	1,695	91.92	28	102.2	16.19	4.36	1.32
	5	1,745	94.10	27	103.1	15.09	5.70	1.72
	7	1,906	96.07	9	104.3	15.37	7.04	2.09
	9	2,087	88.98	7	105.0	15.83	8.10	2.41
(4) CAPITAL- IZATION (ITBS)	3	1,695	92.04	28	102.2	16.19	4.26	1.33
	5	1,745	94.15	27	103.1	15.09	5.89	1.73
	7	1,906	96.01	9	104.3	15.37	7.24	2.19
	9	2,087	88.79	7	105.0	15.83	8.18	2.37
(5) PUNCTUATION (ITBS)	3	1,695	92.09	28	102.2	16.19	4.52	1.49
	5	1,745	94.15	27	103.1	15.09	5.78	1.70
	7	1,906	96.12	9	104.3	15.37	7.02	2.19
	9	2,087	88.69	7	105.0	15.83	8.05	2.34

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE #
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	1,695	91.74	28	102.2	16.19	3.99	1.31
	5	1,745	94.10	27	103.1	15.09	5.37	1.73
	7	1,906	96.12	9	104.3	15.37	6.85	2.15
	9	2,087	88.55	7	105.0	15.83	7.95	2.36
(7) LANGUAGE TOTAL (ITBS)	3	1,695	91.68	28	102.2	16.19	4.28	1.20
	5	1,745	93.98	27	103.1	15.09	5.69	1.53
	7	1,906	95.96	9	104.3	15.37	7.04	1.92
	9	2,087	87.45	7	105.0	15.83	8.09	2.10
(8) MATHEMATICAL CONCEPTS (ITBS)	3	1,695	91.98	28	102.2	16.19	3.85	1.00
	5	1,745	94.38	27	103.1	15.09	5.68	1.41
	7	1,906	95.54	9	104.3	15.37	7.56	1.75
	9	2,087	88.21	7	105.0	15.83	8.90	1.99
(9) MATHEMATICAL PROBLEMS (ITBS)	3	1,695	92.04	28	102.2	16.19	3.72	1.06
	5	1,745	94.21	27	103.1	15.09	5.46	1.31
	7	1,906	95.49	9	104.3	15.37	7.23	1.60
	9	2,087	86.73	7	105.0	15.83	8.54	1.87
(10) MATHEMATICAL TOTAL (ITBS)	3	1,695	91.92	28	102.2	16.19	3.80	0.98
	5	1,745	94.15	27	103.1	15.09	5.56	1.29
	7	1,906	95.44	9	104.3	15.37	7.36	1.57
	9	2,087	86.54	7	105.0	15.83	8.70	1.81

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	100.1	101.4	102.2
	5	103.1	101.5	103.1
	7	103.4	100.8	104.3
	9	103.9	102.3	105.0
VOCABULARY (ITBS)	3	3.38	3.51	3.77
	5	4.97	5.00	5.31
	7	6.74	6.57	6.91
	9	8.22	8.24	8.27
READING COMPREHENSION (ITBS)	3	3.54	3.65	3.67
	5	5.32	5.29	5.42
	7	6.94	6.70	6.91
	9	8.31	8.25	8.38
LANGUAGE TOTAL (ITBS)	3	3.85	4.09	4.28
	5	5.35	5.43	5.69
	7	6.81	6.67	7.04
	9	7.95	8.18	8.09
MATHEMATICAL TOTAL (ITBS)	3	3.66	3.71	3.80
	5	5.67	5.67	5.56
	7	7.34	7.14	7.36
	9	8.64	8.66	8.70

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

WASHINGTON COUNTY (BESTER - PLEASANT VALLEY)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
BESTER	P-6	706	22.4	94.9	29.5	2.0	10.5	22.5	23.8	17.8	10.5	7,461
BOONSBORO ELEMENTARY	K-5	365	25.0	97.4	13.6	1.0	10.4	13.0	27.4	8.1	11.9	9,121
CLEAR SPRING ELEMENTARY	K-5	463	23.7	96.6	18.5	1.0	15.1	33.6	25.6	11.8	10.8	7,876
CONOCOCHIEAGUE	K-5	320	24.6	95.7	12.0	1.0	13.9	37.0	30.8	11.4	11.0	8,523
EMMA K DOUB	K-5	300	23.1	95.0	12.0	1.0	11.8	12.0	30.8	14.6	11.1	7,976
FOUNTAIN ROCK	K-5	400	22.9	95.8	16.5	1.0	5.3	25.0	25.7	15.5	11.6	8,540
FOUNTAINDALE	K-5	502	21.8	96.8	22.0	1.0	11.7	19.0	34.8	4.6	12.3	11,550
FUNKSTOWN	K-5	285	25.9	96.2	10.0	1.0	8.1	4.0	18.2	4.0	12.0	9,880
GREENBRIER	P-5	249	22.6	96.7	10.0	1.0	3.1	10.0	9.1	9.9	11.4	8,838
HANCOCK	P-5	445	21.7	95.3	19.5	1.0	20.0	11.0	29.3	19.1	9.2	7,127
HICKORY	K-5	288	20.6	95.9	13.0	1.0	5.9	12.6	42.9	NA	NA	NA
KEEDYSVILLE	K-6	94	23.5	95.0	4.0	0.0	24.0	0.0	25.0	24.8	9.2	7,506
LINCOLNSHIRE	P-6	554	19.2	97.0	26.8	2.0	11.4	25.5	33.0	5.9	12.2	10,344
MAUGANSVILLE	K-6	372	22.5	97.1	15.5	1.0	13.8	16.0	21.2	12.3	11.7	9,449
OLD FORGE	P-5	340	24.3	96.4	13.0	1.0	6.0	14.0	7.1	9.4	12.1	9,954
PANGBORN BOULEVARD	K-5	594	22.8	96.5	25.0	1.0	11.6	15.0	38.5	7.9	11.7	9,295
PARAMOUNT	K-5	210	21.0	96.3	9.0	1.0	9.3	17.0	35.0	7.2	12.4	11,281
PLEASANT VALLEY	K-6	228	22.8	94.6	4.0	1.0	17.8	7.0	20.0	24.4	9.2	7,476

* SEE APPENDIX E, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY (BESTER - PLEASANT VALLEY)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

WASHINGTON COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE
BESTER	3	90.9	2.70	3.00	-.30	2.90	3.04	-.14	3.10	3.45	-.35	2.90	3.10	-.20
	5	96.7	4.30	4.78	-.48	4.60	4.82	-.22	4.60	5.12	-.52	4.80	5.06	-.26
BOONSBORO ELEM	3	106.4	3.90	3.99	-.09	4.10	4.06	0.04	4.30	4.46	-.16	3.90	4.01	-.11
	5	108.1	5.50	5.77	-.27	5.90	5.79	0.11	5.90	6.08	-.18	6.20	5.97	0.23
CLEAR SPRING ELEM	3	100.6	3.40	3.62	-.22	3.60	3.68	-.08	3.80	4.08	-.28	3.60	3.67	-.07
	5	105.4	5.10	5.54	-.44	5.30	5.56	-.26	5.30	5.86	-.56	5.30	5.76	-.46
CONOCOCHEAQUE	3	104.4	4.40	3.86	0.54	4.40	3.93	0.47	4.90	4.33	0.57	4.00	2.90	1.10
	5	108.2	5.70	5.78	-.08	5.80	5.80	0.00	6.70	6.09	0.61	6.40	5.98	0.42
EMMA K DOUB ELEM	3	107.2	4.00	4.04	-.04	4.30	4.12	0.18	4.40	4.52	-.12	4.30	4.06	0.24
	5	101.2	5.70	5.17	0.53	5.60	5.20	0.40	6.00	5.50	0.50	5.80	5.42	0.38
FOUNTAIN ROCK	3	103.5	4.00	3.80	0.20	4.10	3.87	0.23	4.60	4.27	0.33	4.00	3.84	0.16
	5	99.9	5.20	5.06	0.14	5.40	5.09	0.31	5.40	5.39	0.01	5.40	5.32	0.08
FOUNTAINDALE	3	106.9	4.20	4.02	0.18	4.40	4.10	0.30	4.60	4.50	0.10	4.20	4.04	0.16
	5	109.9	6.00	5.93	0.07	6.20	5.94	0.26	6.70	6.24	0.46	6.30	6.12	0.18
FUNKSTOWN	3	108.7	3.70	4.13	-.43	3.90	4.21	-.31	4.40	4.61	-.21	3.80	4.15	-.35
	5	100.2	5.40	5.08	0.32	5.30	5.12	0.18	5.80	5.42	0.38	5.50	5.34	0.16
GREENBRIER	3	100.2	3.60	3.60	0.00	3.90	3.66	0.24	3.80	4.06	-.26	3.70	2.66	1.04
	5	96.7	4.80	4.78	0.02	4.90	4.82	0.08	4.90	5.12	-.22	5.30	5.06	0.24
HANCOCK	3	101.2	4.10	3.66	0.44	3.90	3.73	0.17	4.80	4.13	0.67	3.70	2.71	0.99
	5	99.7	4.90	5.04	-.14	5.20	5.08	0.12	5.60	5.38	0.22	5.00	5.30	-.30
HICKORY	3	109.3	3.60	4.17	-.57	4.10	4.25	-.15	4.50	4.65	-.15	3.80	4.18	-.38
	5	105.0	5.30	5.50	-.20	5.20	5.53	-.33	6.10	5.82	0.28	5.70	5.73	-.03
KEEDYSVILLE	3	90.2	4.20	2.96	+1.24 *	4.40	3.00	+1.40 *	5.10	3.40	+1.70 *	4.30	3.06	+1.24 *
	5	100.0	6.50	5.06	+1.44 *	5.80	5.10	+0.70 *	6.20	5.40	+0.80 *	6.00	5.32	+0.68 *
LINCOLNSHIRE	3	110.8	4.30	4.27	0.03	4.50	4.35	0.15	5.00	4.75	0.25	4.40	4.27	0.13
	5	106.6	5.30	5.64	-.34	5.70	5.66	0.04	6.20	5.96	0.24	5.70	5.85	-.15
MAUGANSVILLE	3	101.7	3.70	3.69	0.01	3.50	3.75	-.25	3.80	4.16	-.36	3.50	3.74	-.24
	5	104.8	5.60	5.48	0.12	5.70	5.51	0.19	5.70	5.81	-.11	5.70	5.71	-.01
OLD FORGE	3	103.1	4.30	3.78	0.52	4.50	3.85	0.65 *	5.30	4.25	+1.05 *	4.50	3.82	0.68 *
	5	101.8	6.10	5.22	0.88 *	6.40	5.25	+1.15 *	7.20	5.55	+1.65 *	6.50	5.47	+1.03 *
PANGBORN BOULEVARD	3	106.4	4.60	3.99	0.61	4.40	4.06	0.34	5.30	4.46	0.84 *	4.30	4.01	0.29
	5	106.1	6.50	5.60	0.90 *	5.80	5.62	0.18	6.40	5.92	0.48	5.90	5.81	0.09
PARAMOUNT	3	113.0	4.50	4.41	0.09	4.60	4.50	0.10	4.80	4.90	-.10	4.20	4.40	-.20
	5	111.7	6.10	6.09	0.01	6.20	6.09	0.11	6.50	6.39	0.11	6.10	6.26	-.16
PLEASANT VALLEY	3	100.6	3.50	3.62	-.12	3.60	3.68	-.08	3.90	4.08	-.18	3.50	3.67	-.17
	5	97.8	4.60	4.67	-.07	4.90	4.92	-.02	5.00	5.22	-.22	5.10	5.15	-.05

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY (POTOMAC HEIGHTS - WILLIAMSPORT MIDDLE)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
POTOMAC HEIGHTS	K-5	188	17.1	97.2	10.0	1.0	9.2	11.0	45.5	12.7	12.1	10,790
ROMERSVILLE	1-6	106	21.2	97.4	4.0	1.0	9.0	13.0	40.0	22.6	9.5	7,720
SALEM AVENUE	K-4	392	20.6	96.5	18.0	1.0	11.2	25.0	26.3	18.0	9.8	7,431
SHARPSBURG	K-6	342	25.3	97.2	12.5	1.0	9.6	8.0	7.4	20.1	10.0	8,201
SMITHSBURG ELEM	P-5	366	23.6	97.1	14.5	1.0	9.5	11.0	38.7	12.0	11.5	8,644
SURREY	K-5	268	22.3	96.1	11.0	1.0	5.6	32.0	25.0	13.8	11.4	8,378
WILLIAMSPORT ELEM	P-5	648	24.0	95.5	25.0	2.0	15.9	13.3	29.6	9.0	11.3	8,977
WINTER STREET	P-4	346	21.6	96.3	15.0	1.0	7.8	10.0	25.0	20.4	9.9	7,672
WOODLAND WAY	P-6	406	19.3	96.1	20.0	1.0	11.8	7.0	38.1	12.0	11.8	9,373
BOONSBORO JR HIGH	6-8	626	20.9	95.7	28.0	2.0	10.0	16.5	40.0	16.8	10.4	8,316
CASCADE MIDDLE	K-8	584	18.8	96.0	29.0	2.0	10.4	18.0	25.8	8.6	12.2	7,720
CLEAR SPRING MIDDLE	6-8	470	20.4	96.6	21.0	2.0	9.9	16.0	26.1	12.5	10.8	8,093
E RUSSELL HICKS	6-8	1,024	20.9	94.3	47.0	2.0	11.0	26.0	36.7	12.0	11.4	8,591
HANCOCK SR	6-12	536	16.2	94.5	31.0	2.0	10.8	27.5	24.2	16.5	9.2	7,126
NORTH POTOMAC JR HIGH	6-8	928	19.3	95.7	46.0	2.0	14.0	31.5	31.3	7.9	12.1	10,340
SMITHSBURG JR HIGH	6-8	433	18.8	96.4	21.0	2.0	6.6	19.5	26.1	12.8	12.0	9,042
WASHINGTON MIDDLE	5-8	865	19.2	94.9	43.0	2.0	11.9	24.7	33.3	18.0	10.0	7,746
WILLIAMSPORT MIDDLE	6-8	736	20.4	95.8	14.0	2.0	10.0	15.5	33.3	10.5	11.9	9,369

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY (POTOMAC HEIGHTS - WILLIAMSPORT MIDDLE)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

WASHINGTON COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL	
		AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE
POTOMAC HEIGHTS	3	99.2	4.80	3.53	+1.27 *	3.50	3.59	-.09	4.10	3.99	+.11	4.10	3.59	+.51
	5	108.9	5.50	5.84	-.34	5.40	5.86	-.46	5.40	6.15	-.75	5.70	6.04	-.34
ROPRERSVILLE	3	101.9	3.50	3.70	-.20	3.70	3.77	-.07	3.90	4.17	-.27	3.70	3.75	-.05
	5	110.0	5.90	5.94	-.04	6.20	5.95	+.25	6.40	6.24	+.16	5.70	6.13	-.43
SALEM AVENUE	3	98.6	3.30	3.49	-.19	3.60	3.55	+.05	4.40	3.95	+.45	3.70	3.56	+.14
	5	93.8	3.40	3.19	+.21	3.70	3.23	+.47	3.90	3.64	+.26	3.70	2.27	+.43
SHARPSBURG	3	92.2	4.50	4.38	+.12	4.90	4.44	+.46	5.20	4.75	+.45	5.20	4.70	+.50
	5	102.0	3.70	3.71	-.01	3.90	3.77	+.13	4.20	4.18	+.02	3.80	3.76	+.04
SMITHSBURG ELEM	3	108.2	5.80	5.78	+.02	5.80	5.80	+.00	6.00	6.09	-.09	5.60	5.98	-.38
	5	106.9	3.60	4.02	-.42	3.80	4.10	-.30	4.60	4.50	+.10	3.80	4.04	-.24
SURREY	3	105.4	5.50	5.54	-.04	5.60	5.56	+.04	6.00	5.86	+.14	5.50	5.76	-.26
	5	102.0	3.80	3.71	+.09	3.80	3.77	+.03	4.00	4.18	-.18	3.60	3.76	-.16
WILLIAMSPORT ELEM	3	105.8	5.40	5.57	-.17	5.50	5.59	-.09	5.80	5.89	-.09	5.80	5.79	+.01
	5	94.6	2.90	3.24	-.34	3.10	3.29	-.19	3.10	3.69	-.59	3.10	3.32	-.22
WILKELAND WAY	3	93.9	3.70	3.19	+.51	3.70	3.24	+.46	4.30	3.65	+.65	3.90	2.28	+.62 *
	5	93.1	4.70	4.46	+.24	4.90	4.52	+.38	5.00	4.82	+.18	5.00	4.77	+.23
BOONSBORO JR HI	7	102.5	6.80	6.89	-.09	6.80	6.88	-.08	7.10	7.06	+.04	7.20	7.14	+.06
	9	108.8	3.70	4.14	-.44	3.70	4.22	-.52	4.30	4.62	-.32	3.80	4.15	-.35
CASCADE MIDDLE	3	106.0	5.20	5.59	-.39	5.40	5.61	-.21	5.60	5.91	-.31	5.60	5.81	-.21
	7	105.2	6.90	7.22	-.32	6.90	7.18	-.28	6.70	7.26	-.56	7.20	7.44	-.24
CLEAR SPRING MIDDLE	7	104.4	6.60	7.12	-.52	6.60	7.09	-.49	6.20	7.27	-1.07 *	6.90	7.15	-.45
	9	102.9	6.60	6.94	-.34	6.60	6.93	-.33	6.90	7.10	-.20	7.10	7.19	-.09
E RUSSELL WICKS	7	103.3	6.60	6.99	-.39	6.60	6.97	-.37	6.70	7.15	-.45	6.90	7.23	-.33
	9	101.6	8.00	8.16	-.16	8.30	8.09	+.21	7.70	8.19	-.49	8.40	8.29	+.11
NORTH POTOMAC JR HI	7	108.4	7.50	7.63	-.13	7.40	7.55	-.15	7.90	7.74	+.16	7.80	7.82	-.02
	9	107.7	7.30	7.52	-.22	7.50	7.45	+.05	7.20	7.64	-.44	7.90	7.72	+.18
WASHINGTON MIDDLE	5	100.5	4.70	5.11	-.41	4.90	5.14	-.24	4.90	5.44	-.54	5.20	5.36	-.16
	7	100.5	6.70	6.65	+.05	6.50	6.66	-.16	6.50	6.83	-.33	7.40	6.92	+.48
WILLIAMSPORT MIDDLE	7	103.9	6.90	7.06	-.16	7.10	7.04	+.06	7.10	7.22	-.12	7.40	7.30	+.10

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY (BOONSBORO SR HIGH - WILLIAMSPORT HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
BOONSBORO SR HIGH	9-12	949	20.2	94.6	45.0	2.0	14.0	16.7	48.9	15.8	10.4	8,316
CLEAR SPRING HIGH	9-12	542	19.3	93.2	26.0	2.0	11.6	15.9	39.3	14.7	10.8	8,089
NORTH HAGERSTOWN SR HIGH	9-12	1,709	19.6	92.3	84.0	3.0	12.9	20.0	48.3	8.9	12.0	9,676
SMITHSBURG SR HIGH	9-12	948	22.6	93.8	40.0	2.0	12.3	16.0	35.7	14.5	12.0	8,566
SOUTH HAGERSTOWN SR HIGH	9-12	1,558	20.9	91.5	72.0	3.0	13.5	18.6	38.7	16.8	11.1	8,241
WILLIAMSPORT HIGH	9-12	1,068	20.5	92.5	50.0	2.0	13.7	29.0	42.3	10.8	11.9	9,321

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY (BOONSBORO SR. HIGH - WILLIAMSPORT HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

WASHINGTON COUNTY
SCHOOL SYSTEM

SKILL AREAS														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE	AVERAGE	MARY- LAND	DIFFER- ENCE
		SAS	GE	NORM		GE	NORM		GE	ACRP		GE	NORM	
BOONSBORO SR HI	9	105.3	8.10	8.64	-.54	8.20	8.55	-.35	7.80	8.60	-.80	8.50	8.74	-.24
CLEAR SPRING HI	9	104.4	8.00	8.52	-.52	8.40	8.44	-.04	7.70	8.50	-.80	8.40	8.63	-.23
NORTH HAGERSTOWN SR	9	107.9	8.60	8.97	-.37	8.60	8.88	-.28	8.40	8.89	-.49	9.20	9.05	+.15
SMITHSBURG SR HI	9	108.6	8.80	9.06	-.26	9.00	8.97	+.03	8.40	8.97	-.57	9.10	9.14	-.04
SOUTH HAGERSTOWN SR	9	101.1	8.00	8.10	-.10	8.00	8.02	-.02	7.90	8.14	-.24	8.40	8.23	+.17
WILLIAMSPORT HI	9	105.1	8.20	8.61	-.41	8.30	8.53	-.23	8.30	8.58	-.28	8.60	8.71	-.11

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Wicomico County



MAP - Improving Instructional Programs

During 1975-76 the mathematics program was changed in grades 1 - 8, as a result of evaluating system goals and performance in the Maryland Accountability Program (MAP). Analysis of ITBS scores in concept and problem-solving was made to determine specific skills and weaknesses. In-service workshops were held during the summer and specific guides for grades 1 - 8 were developed. Special emphasis was given for Title I schools in order to strengthen the mathematics program. Greater emphasis has been placed on diagnostic testing using the Holt Placement Test.

A Taxonomy of Reading Skills was developed and published for use in grades K - 6. This taxonomy provides teachers with a sequential flow of reading skills from grade to grade, thus enabling greater emphasis on essential skills at any given grade level. Functional reading skills appropriate for the intermediate grades were also included in the taxonomy.

Several reading workshops were conducted. One was designed primarily for beginning teachers of K - 6. During the sessions such topics as planning for several groups, questioning techniques, and DR-TA were discussed and demonstrated. A Functional Reading Workshop was also conducted for teachers of K - 12. During this workshop, each participant designed and developed a functional reading mini-unit supplemented with teacher-constructed learning stations. As a culminating activity, all of the materials developed were put on exhibit for teachers in the county. Participants of a third workshop focused attention on the bottom reading group found in most reading classes. Techniques and strategies for working with low-ability groups were discussed and developed.

Several new guides for use in the teaching of reading were also developed at the county level. Two were aimed primarily for the teachers at the intermediate level, one is geared to the teaching of content at the secondary level, and another is aimed primarily at the low-ability groups in grades K - 6.

Functional reading goals are evident in all schools in the County. The two-volume guide developed at the state level has been supplemented by several developed at the local level, thereby providing teachers with several sources for ideas. During the Spring, faculty in-service was held in all schools using the filmstrips produced at the state level.

A new language text was adopted in the fall for use in grades 1 - 8. The text was selected because it provides a language program geared to the teaching of the skills of communication. It correlates well with the reading and spelling programs currently in use. It is also very much in line with the reading and language goals at the local level.

Interpretation and Presentation

Realizing that the Accountability Law is a result of public demands, presentation and interpretation of the results of the Iowa Test of Basic Skills, Cognitive Abilities Tests, and Maryland Basic Skills Reading Mastery become most important.

The press was present when the results were presented to the Wicomico County Board of Education. Average grade equivalent scores were compared to State averages with few significant (plus or minus three months) changes. Grade nine was consistently above the average grade equivalent for the State. Scores for other grades show a general upward trend.

Individual schools invited parents and interested citizens to presentations for that school. Again, county average grade equivalent was compared favorably to State average grade equivalent for the appropriate grade levels within the school. School scores were compared to county scores. Parents were encouraged to schedule individual conferences for individual student scores.

The results of the Maryland Functional Reading Test will be reported directly to parents during MAP IV.

Local Evaluative Efforts

Wicomico County has the feeling that with renewed emphasis on basic skills we must be better able to assess these skills. The local committee working with high school graduation requirements recommended that basic proficiency levels be measured at the eighth grade level in reading, writing, and practical mathematics.

Plans are to develop local criterion-referenced tests in basic areas during MAP IV. These tests will determine competencies and/or deficiencies at the end of grade 8 so that weaknesses can be strengthened prior to graduation. These tests will be developed considering both state and local instructional objectives.

Program Modification Activities

Improvement in overall grade equivalent averages during MAP III is partially attributed to program-modification activities.

A sequential list of reading skills by grade level was developed. Efforts of the classroom teacher, reading teacher, and resource teacher are coordinated for improved articulation and continuity in the reading program of each child. A program for highly able readers was developed for enrichment and supplementary activities in both reading and content areas.

A reading program has been implemented on the secondary level with a reading specialist directing and planning the program. Remedial work is done on an individual basis.

Interpretation of an item analysis has been beneficial and prompted assistance individually where specific weaknesses have been noted in both reading and mathematics.

Unmet Needs

During the past three years Wicomico County has made great efforts to develop new concepts and programs for improving instruction. There is a need for funds for expansion in these programs and specifically programs concerning gifted and talented students. There is also a need for additional funds for research, evaluation, and developing other assessment instruments.

General Comments

While there may be some general concerns with the amount of time involved in MAP testing, it is indeed encouraging to see that educators have become alert and positive in evaluating instructional programs and are making every effort towards effective change. Major efforts are concentrated on the basic skill areas. However, the system is becoming more aware of accountability in all areas of instruction.

With the thrust of renewed, major emphasis on reading, the Wicomico County Board of Education has established a policy requiring all personnel to have at least six semester hours in reading methods by September 1979.

WICOMICO COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
58,300	\$10,400	17.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
13,622	\$11,518	\$17,772	12.7	23.2

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
19.7%	18.0	95.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,004.36	\$736.72	3.4%	\$19.01

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	\$5.15	0.5%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITION OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

WICOMICO COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE #

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
SKILL AREAS	GRADE	NUMBER OF STUDENTS ENROLLED	PERCENT OF STUDENTS TESTED	NUMBER OF SCHOOLS TESTED	AVERAGE STANDARD AGE SCORES (SAS)	STANDARD DEVIATION (SD)	AVERAGE GRADE EQUIVALENT (GE)	STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	944	95.13	15	103.0	14.29	3.68	1.07
	5	1,112	96.76	13	103.4	13.92	5.27	1.43
	7	1,142	86.34	4	102.5	14.83	6.96	1.83
	9	1,120	82.86	4	102.9	15.74	8.58	1.93
(2) READING COMPRE- HENSION (ITBS)	3	944	95.13	15	103.0	14.29	3.82	1.17
	5	1,112	96.76	13	103.4	13.92	5.35	1.42
	7	1,142	86.34	4	102.5	14.83	6.97	1.65
	9	1,120	82.86	4	102.9	15.74	8.52	1.81
(3) SPELLING (ITBS)	3	944	95.13	15	103.0	14.29	4.47	1.25
	5	1,112	96.76	13	103.4	13.92	5.91	1.68
	7	1,142	86.34	4	102.5	14.83	7.27	2.06
	9	1,120	82.96	4	102.9	15.74	8.76	2.19
(4) CAPITAL- IZATION (ITBS)	3	944	95.13	15	103.0	14.29	4.36	1.26
	5	1,112	96.76	13	103.4	13.92	5.69	1.76
	7	1,142	86.34	4	102.5	14.83	7.19	2.02
	9	1,120	82.86	4	102.9	15.74	8.82	2.11
(5) PUNCTUATION (ITBS)	3	944	95.13	15	103.0	14.29	4.56	1.46
	5	1,112	96.76	13	103.4	13.92	5.95	1.65
	7	1,142	86.34	4	102.5	14.83	7.22	1.98
	9	1,120	82.86	4	102.9	15.74	8.52	2.21

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE ‡
(CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	944	95.13	15	103.0	14.29	3.82	1.37
	5	1,112	96.76	13	103.4	13.92	5.31	1.70
	7	1,142	86.34	4	102.5	14.83	7.07	2.07
	9	1,120	82.86	4	102.9	15.74	8.53	2.28
(7) LANGUAGE TOTAL (ITBS)	3	944	95.13	15	103.0	14.29	4.30	1.17
	5	1,112	96.76	13	103.4	13.92	5.69	1.49
	7	1,142	86.34	4	102.5	14.83	7.18	1.79
	9	1,120	82.86	4	102.9	15.74	8.65	1.97
(8) MATHEMATICAL CONCEPTS (ITBS)	3	944	95.13	15	103.0	14.29	3.70	0.94
	5	1,112	96.76	13	103.4	13.92	5.53	1.31
	7	1,142	86.34	4	102.5	14.83	7.28	1.63
	9	1,120	82.86	4	102.9	15.74	8.86	1.88
(9) MATHEMATICAL PROBLEMS (ITBS)	3	944	95.13	15	103.0	14.29	3.56	1.05
	5	1,112	96.76	13	103.4	13.92	5.19	1.23
	7	1,142	86.34	4	102.5	14.83	7.04	1.70
	9	1,120	82.86	4	102.9	15.74	8.65	1.84
(10) MATHEMATICAL TOTAL (ITBS)	3	944	95.13	15	103.0	14.29	3.63	0.94
	5	1,112	96.76	13	103.4	13.92	5.36	1.19
	7	1,142	86.34	4	102.5	14.83	7.16	1.57
	9	1,120	82.86	4	102.9	15.74	8.76	1.74

‡ SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES $\pm$)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	99.8	99.9	103.0
	5	101.3	101.7	103.4
	7	98.2	99.8	102.5
	9	103.2	102.0	102.9
VOCABULARY (ITBS)	3	3.44	3.47	3.66
	5	5.14	5.21	5.27
	7	6.76	6.78	6.96
	9	8.73	8.57	8.58
READING COMPREHENSION (ITBS)	3	3.56	3.61	3.62
	5	5.28	5.33	5.35
	7	6.86	6.94	6.97
	9	8.66	8.53	8.52
LANGUAGE TOTAL (ITBS)	3	3.88	3.94	4.30
	5	5.42	5.48	5.69
	7	6.77	6.97	7.18
	9	8.70	8.69	8.65
MATHEMATICAL TOTAL (ITBS)	3	3.47	3.45	3.63
	5	5.37	5.32	5.36
	7	6.94	6.99	7.16
	9	8.88	8.77	8.76

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

WICOMICO COUNTY (BEAVER RUN - MARDELA SR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
BEAVER RUN	K, 2-6	548	19.8	97.7	25.7	2.0	8.3	19.1	15.2	20.0	10.8	8,652
DELMAR MARYLAND	K-6	951	24.6	96.7	36.6	2.0	10.8	28.5	23.8	15.6	10.6	8,143
EAST SALISBURY	K, 2-6	555	19.7	96.4	26.1	2.0	13.3	27.7	12.1	21.1	11.0	8,891
FRUITLAND	K-6	823	19.2	97.2	39.9	3.0	14.7	19.6	12.8	19.1	11.1	9,131
GLEN AVENUE	K-6	590	21.2	96.5	25.8	2.0	7.4	23.5	15.5	9.6	11.1	9,493
NORTH SALISBURY	K, 2-6	548	19.4	96.7	26.2	2.0	12.5	19.0	20.2	14.7	12.0	9,399
NORTHWESTERN	P-6	229	19.4	96.4	10.3	1.5	19.1	16.7	12.7	19.8	10.5	8,113
PEMBERTON	K-6	212	18.0	97.4	10.8	1.0	19.7	14.0	25.4	20.8	11.4	7,261
PINEHURST	K, 2-6	492	15.7	96.7	29.4	2.0	14.3	24.0	14.3	4.6	12.3	10,598
POWELLVILLE	1-3	36	15.0	97.9	1.3	1.1	16.1	47.7	4.2	24.7	10.1	8,743
PRINCE STREET	K, 2-6	520	20.8	95.8	23.0	2.0	9.9	23.5	12.0	13.6	11.0	8,931
SHARPTOWN	1-6	74	13.5	96.9	4.0	1.5	20.1	24.7	9.1	23.2	10.5	8,113
WESTSIDE	P-6	534	16.5	96.6	29.4	3.0	16.9	23.4	21.9	34.9	9.9	6,611
WILLARDS	K-3	94	21.4	96.2	3.3	1.1	15.2	44.5	25.0	22.6	10.1	8,743
PITTSVILLE	K-8	503	16.8	95.8	28.1	1.8	8.1	22.3	12.7	22.1	10.1	8,743
BENNETT JR HIGH	7-8	922	18.8	94.4	47.0	2.0	10.1	18.7	22.4	19.8	11.2	8,624
JAMES M BENNETT SR HIGH	9-12	1,286	18.4	93.0	67.0	3.0	9.9	15.0	18.6	NA	NA	NA
MARDELA SR JR HIGH	7-12	600	18.2	95.0	31.0	2.0	10.0	20.7	18.2	20.4	10.4	8,001

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WICOMICO COUNTY (BEAVER RUN - MARDELA SR. JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

WICOMICO COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS													
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	AVERAGE	MARY- LAND NCRM	DIFFER- ENCE	
		SAS	SE			SE			SE			SE			
BEAVER RUN	2	105.0	3.89	3.90	-.01	4.09	3.97	+.12	4.60	4.37	+.23	3.76	3.93	-.17	
	5	104.2	5.22	5.44	-.22	5.33	5.47	-.14	6.11	5.76	+.35	5.33	5.67	-.34	
CELMAR MARYLAND	2	101.5	3.59	3.68	-.09	3.69	3.74	-.05	4.19	4.14	+.05	3.60	3.73	-.13	
	5	104.9	5.01	5.49	-.48	5.21	5.52	-.31	5.28	5.81	-.53	5.34	5.72	-.38	
EAST SALISBURY	3	102.2	3.45	3.72	-.27	3.63	3.79	-.16	4.16	4.19	-.03	3.52	3.77	-.25	
	5	99.9	5.05	5.06	-.01	5.18	5.09	+.09	5.36	5.39	-.03	5.18	5.32	-.14	
FRUITLAND	3	102.1	3.79	3.71	+.08	4.05	3.78	+.27	4.42	4.18	+.24	3.75	3.76	-.01	
	5	103.6	5.5	5.38	+.18	5.47	5.41	+.06	5.94	5.71	+.23	5.36	5.61	-.25	
GLEN AVENUE	3	103.6	3.72	3.81	-.09	3.87	3.88	-.01	4.22	4.28	-.06	3.58	3.85	-.27	
	5	105.9	5.54	5.58	-.04	5.60	5.60	+.00	6.05	5.90	+.15	5.50	5.80	-.30	
NORTH SALISBURY	3	103.5	3.64	3.80	-.16	3.79	3.87	-.08	4.38	4.27	+.11	3.45	3.84	-.39	
	5	105.2	5.55	5.52	+.03	5.57	5.54	+.03	6.09	5.84	+.25	5.32	5.74	-.42	
NORTHWESTERN	3	107.6	3.80	4.06	-.26	3.82	4.14	-.32	4.59	4.54	+.05	3.80	4.08	-.28	
	5	100.8	4.86	5.13	-.27	5.00	5.17	-.17	5.49	5.47	+.02	5.05	5.29	-.24	
PEMBERTON	2	109.2	3.92	4.17	-.25	3.91	4.25	-.34	4.46	4.65	-.19	3.79	4.18	-.39	
	5	102.0	5.00	5.24	-.24	5.24	5.27	-.03	5.24	5.57	-.33	5.33	5.48	-.15	
PINEHURST	3	105.7	3.93	3.94	-.01	3.86	4.02	-.16	4.30	4.42	-.12	3.76	3.97	-.21	
	5	106.6	5.90	5.64	+.26	6.00	5.66	+.34	6.28	5.96	+.32	5.96	5.85	+.11	
POWELLVILLE	3	105.2	3.67	3.91	-.24	4.22	3.98	+.24	4.39	4.39	+.00	3.59	3.94	-.35	
	5	100.0	5.03	5.06	-.03	4.96	5.10	-.14	4.97	5.40	-.43	4.89	5.32	-.43	
SHARPTOWN	3	105.0	3.67	3.90	-.23	3.57	3.97	-.40	4.63	4.37	+.26	3.98	3.93	+.05	
	5	110.5	5.75	5.98	-.23	5.50	5.99	-.49	6.48	6.29	+.19	5.98	6.17	-.19	
WESTSIDE	3	102.2	3.53	3.72	-.19	3.89	3.79	+.10	4.49	4.19	+.30	3.64	3.77	-.13	
	5	99.8	5.14	5.05	+.09	5.06	5.09	-.03	5.70	5.29	+.41	5.65	5.31	+.34	
WILLARDS	3	105.2	3.98	3.91	+.07	4.28	3.98	+.30	4.59	4.29	+.30	4.08	3.94	+.14	
	5	102.2	4.89	5.76	-.87	5.23	5.29	-.06	5.33	5.59	-.26	5.18	5.50	-.32	
PITTSVILLE	7	101.2	6.72	6.74	-.02	6.73	6.75	-.02	6.54	6.92	-.38	6.99	7.01	-.02	
	5	102.2	4.89	5.76	-.87	5.23	5.29	-.06	5.33	5.59	-.26	5.18	5.50	-.32	
DENNETT JR MI	7	103.0	7.06	6.95	+.11	7.12	6.94	+.18	7.28	7.11	+.17	7.26	7.20	+.06	
JAMES M DENNETT SR	9	105.5	8.92	8.66	+.26	8.74	8.58	+.16	8.92	8.63	+.29	9.03	8.76	+.27	
MARCELA SR JR MI	7	100.1	6.46	6.60	-.14	6.45	6.62	-.17	6.78	6.79	-.01	6.80	6.88	-.08	
	8	99.4	7.54	7.68	-.14	7.74	7.81	-.07	8.02	7.95	+.07	8.27	8.02	+.25	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WICOMICO COUNTY (PARKSIDE HIGH - WICOMICO SR. HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
PARKSIDE HIGH					NO RESOURCE DATA AS OF 9/75							
WICOMICO JR HIGH	7-8	937	20.6	93.6	43.5	2.0	11.1	18.3	26.4	13.9	11.1	8,982
WICOMICO SR HIGH	9-12	1,243	18.3	93.6	65.0	3.0	10.7	19.7	25.0	NA	NA	NA

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WICOMICO COUNTY (PARKSIDE HIGH - WICOMICO SR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

WICOMICO COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS												
		VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE GE	MARY- LAND NORM	DIFFER- ENCE
PARKSIDE HI	9	103.4	8.68	8.39	+0.29	8.64	8.31	+0.33	8.68	8.39	+0.29	8.80	8.51	+0.29
WICOMICO JR HI	7	102.9	7.03	6.94	+0.09	7.00	6.93	+0.07	7.29	7.10	+0.19	7.17	7.19	-0.02
WICOMICO SR HI	9	101.0	8.53	8.08	+0.45	8.45	8.01	+0.44	8.63	8.13	+0.50	8.63	8.21	+0.42

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

3.2 LOCAL SCHOOL SYSTEM LEVEL--ACCOUNTABILITY ASSESSMENT INFORMATION

Worcester County



As part of the Maryland Accountability Program, the Worcester County Public Schools have developed rather specific instructional goals and objectives. Some of these goals and objectives are evaluated by the administration of the Iowa Test of Basic Skills and the Maryland Basic Skills Reading Mastery Test. A careful, local item analysis of the results of these tests as compared to national results has uncovered our apparent general and specific weaknesses as well as strengths in educational programming. Many of the weaknesses uncovered have become specific priorities in the various schools. General areas where improvements are needed, such as reading, have become a major priority for all school personnel.

It has been the intent of the Worcester County Board of Education to inform the school community and the public in general of the results of the accountability program. The procedures used to disseminate information include:

- Presentation of school-system results to all professional staff during the opening meeting in September;
- Presentation of results to individual school personnel by the principal and/or school accountability coordinator;
- Preliminary report to the Board of Education concerning test results. Information is presented to the press at this time;
- Individual pupil profiles of student test results are sent home to parents with a letter from the principal explaining the status of the school's accountability activities;
- A full report of system-wide accountability activities is developed for presentation to the Board of Education and for distribution throughout the county; and
- Each school evaluated its instructional objectives and developed a narrative that was distributed to all parents.

In addition to State-mandated assessment activities, Worcester County utilizes the Metropolitan Achievement Test in assessing basic skills in grades one and two; the Iowa Test of Basic Skills work-study subtest for maps, graphs, and references in grades three, five, seven, and nine; and a test on library skills that was developed within the school system. Worcester County has implemented a program that certifies academic and vocational proficiency when a student graduates from high school.

During the past year, a sequential reading program was initiated throughout the school system. Formal reading instruction for all pupils was extended from grade five to grade eight. A secondary basic reading program was developed and implemented for high school students who do not possess proficiency in reading skills. A program in basic mathematics skills was developed to supplement the basic mathematics program. Each school made some program modifications as a result of evaluating their instructional objectives.

Inasmuch as the students' success in school is dependent on attitudes, habits, creativity, and extracurricular experiences, the scope of accountability in relation to basic skills alone is not sufficient. Methods of assessing other domains that are of great importance to the individual in functioning in society should be explored.

WORCESTER COUNTY

TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
26,300	\$8,243	21.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.7	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,341	\$11,983	\$20,574	9.9	22.2

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
17.8%	16.5	96.1%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,212.88	\$881.51	72.7%	\$21.54

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
1.8%	\$3.72	0.3%

* SEE APPENDIX C, PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES PROVIDED IN THIS TABLE.

WORCESTER COUNTY

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE *

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
SKILL AREAS	GRADE	NUMBER OF STUDENTS ENROLLED	PERCENT OF STUDENTS TESTED	NUMBER OF SCHOOLS TESTED	AVERAGE STANDARD AGE SCORES (SAS)	STANDARD DEVIATION (SD)	AVERAGE GRADE EQUIVALENCE (GE)	STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	442	95.48	6	99.2	15.87	3.86	1.32
	5	516	93.41	5	98.5	15.94	4.93	1.55
	7	553	92.77	3	101.4	16.04	6.81	1.77
	9	584	86.13	3	100.0	15.70	8.40	2.38
(2) READING COMPRE- HENSION (ITBS)	3	442	95.48	6	99.2	15.87	4.07	1.34
	5	516	93.41	5	98.5	15.94	5.04	1.43
	7	553	92.77	3	101.4	16.04	6.89	1.63
	9	584	86.13	3	100.0	15.70	7.98	1.88
(3) SPELLING (ITBS)	3	442	95.48	6	99.2	15.87	4.58	1.32
	5	516	93.41	5	98.5	15.94	5.48	1.82
	7	553	92.77	3	101.4	16.04	7.07	2.02
	9	584	86.13	3	100.0	15.70	8.55	2.33
(4) CAPITAL- IZATION (ITBS)	3	442	95.48	6	99.2	15.87	5.00	1.33
	5	516	93.41	5	98.5	15.94	6.02	1.70
	7	553	92.77	3	101.4	16.04	7.77	2.11
	9	584	86.13	3	100.0	15.70	9.60	2.32
(5) PUNCTUATION (ITBS)	3	442	95.48	6	99.2	15.87	4.87	1.48
	5	516	93.41	5	98.5	15.94	5.63	1.67
	7	553	92.77	3	101.4	16.04	7.33	2.03
	9	584	86.13	3	100.0	15.70	8.55	2.33

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE # (CONTINUED)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3	442	95.48	6	99.2	15.87	4.11	1.43
	5	516	93.41	5	98.5	15.94	5.14	1.76
	7	553	92.77	3	101.4	16.04	6.95	2.11
	9	584	86.13	3	100.0	15.70	8.59	2.42
(7) LANGUAGE TOTAL (ITBS)	3	442	95.48	6	99.2	15.87	4.64	1.27
	5	516	93.41	5	98.5	15.94	5.57	1.54
	7	553	92.77	3	101.4	16.04	7.28	1.82
	9	584	86.13	3	100.0	15.70	8.82	2.11
(8) MATHEMATICAL CONCEPTS (ITBS)	3	442	95.48	6	99.2	15.87	4.02	1.03
	5	516	93.41	5	98.5	15.94	5.34	1.42
	7	553	92.77	3	101.4	16.04	7.20	1.62
	9	584	86.13	3	100.0	15.70	8.24	1.92
(9) MATHEMATICAL PROBLEMS (ITBS)	3	442	95.48	6	99.2	15.87	3.97	1.13
	5	516	93.41	5	98.5	15.94	5.28	1.26
	7	553	92.77	3	101.4	16.04	7.04	1.64
	9	584	86.13	3	100.0	15.70	7.99	1.96
(10) MATHEMATICAL TOTAL (ITBS)	3	442	95.48	6	99.2	15.87	3.99	1.03
	5	516	93.41	5	98.5	15.94	5.31	1.26
	7	553	92.77	3	101.4	16.04	7.12	1.51
	9	584	86.13	3	100.0	15.70	8.12	1.82

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	95.9	98.7	99.2
	5	98.8	99.1	98.5
	7	96.4	98.3	101.4
	9	97.3	97.3	100.0
VOCABULARY (ITBS)	3	3.22	3.38	3.66
	5	4.85	4.97	4.93
	7	6.14	6.35	6.81
	9	7.68	7.57	8.40
READING COMPREHENSION (ITBS)	3	3.34	3.51	4.07
	5	5.02	5.07	5.04
	7	6.43	6.56	6.69
	9	7.85	7.90	7.98
LANGUAGE TOTAL (ITBS)	3	3.90	4.18	4.64
	5	5.23	5.33	5.57
	7	6.44	6.61	7.28
	9	7.91	7.44	8.82
MATHEMATICAL TOTAL (ITBS)	3	3.44	3.55	3.97
	5	5.16	5.12	5.31
	7	6.48	6.58	7.12
	9	7.92	7.77	8.12

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

WORCESTER COUNTY (BISHOPVILLE - STEPHEN DECATUR SR JR HIGH)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN			
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)	
NO RESOURCE DATA AS OF 9/75													
BISHOPVILLE													
BUCKINGHAM	K-5	587	17.8	97.1	32.0	1.0	8.7	20.0	12.1	21.9	10.3	7,645	
OCEAN CITY	K-5	424	17.2	94.6	23.7	1.0	11.1	16.5	12.1	14.2	12.0	7,955	
POCOMOKE	K-3	400	19.0	97.4	20.0	1.0	12.6	28.0	19.0	24.5	10.2	7,241	
SNOW HILL ELEMENTARY	K-3	453	15.8	97.3	26.0	1.0	10.2	34.0	11.1	23.5	10.1	7,121	
WHALEYSVILLE	K-3	50	16.7	96.9	3.0	0.0	11.8	0.0	0.0	23.6	10.1	6,786	
BERLIN MIDDLE	5-8	902	17.7	95.5	49.0	2.0	9.2	26.3	12.1	19.1	10.0	7,644	
POCOMOKE MIDDLE	4-8	601	15.0	97.1	38.0	2.0	12.6	26.7	10.0	23.0	10.2	7,241	
SNOW HILL MIDDLE	4-8	740	17.2	96.5	41.0	2.0	11.6	24.5	23.3	22.9	10.1	7,122	
POCOMOKE SR HIGH	9-12	549	17.1	95.4	30.0	2.0	11.0	13.3	12.5	24.1	10.2	7,241	
SNOW HILL SR HIGH	9-12	612	19.1	95.2	30.0	2.0	9.5	16.1	28.1	21.8	10.1	7,122	
STEPHEN DECATUR SR JR HIGH	9-12	903	18.1	95.8	49.0	1.0	3.5	23.1	22.0	19.8	10.0	7,644	

* SEE APPENDIX C, PAGES C-14 AND C-15, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WORCESTER COUNTY (BISHOPVILLE - STEPHEN DECATUR SR. JR. HIGH)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

WORCESTER COUNTY
SCHOOL SYSTEM

SCHOOL NAME	GRADE	SKILL AREAS													
		VOCABULARY				READING COMPREHENSION				LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE SAS	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE SE	MARY- LAND NORM	DIFFER- ENCE	
BISHOPVILLE	3	101.2	3.89	3.66	+0.23	4.20	3.72	+0.48	4.94	4.12	+0.82 *	4.20	3.71	+0.49	
BUCKINGHAM	2	95.6	3.24	3.30	-0.06	3.48	3.35	+0.13	4.67	3.76	+0.91	3.62	3.38	+0.24	
	5	93.1	4.36	4.46	-0.10	4.59	4.52	+0.07	5.04	4.82	+0.22	4.79	4.77	+0.02	
OCEAN CITY	3	109.1	3.90	4.16	-0.26	4.07	4.24	-0.17	4.72	4.64	+0.08	4.08	4.17	-0.09	
	5	104.8	5.67	5.48	+0.19	5.54	5.51	+0.03	6.15	5.81	+0.34	5.70	5.71	-0.01	
POCONOKE ELEM	3	99.0	5.11	3.52	+1.59 *	5.13	3.58	+1.55 *	5.48	3.98	+1.50 *	4.53	3.58	+0.95 *	
SNOW HILL ELEM	3	96.6	3.31	3.36	-0.05	3.64	3.42	+0.22	4.31	3.82	+0.49	3.73	3.44	+0.29	
WHALEYSVILLE	2	102.1	3.52	3.75	-0.19	3.94	3.78	+0.16	4.53	4.18	+0.35	4.21	3.76	+0.45	
EEPLIN MIDDLE	5	99.5	4.81	5.02	-0.21	4.91	5.06	-0.15	5.32	5.26	-0.04	5.22	5.28	-0.06	
	7	101.3	6.80	6.74	+0.06	6.89	6.75	+0.14	7.36	6.92	+0.44	7.08	7.01	+0.07	
POCONOKE MIDDLE	5	98.5	5.01	4.93	+0.08	5.22	4.98	+0.24	5.96	5.28	+0.68	5.49	5.20	+0.29	
	7	103.9	7.31	7.06	+0.25	7.24	7.04	+0.20	7.60	7.22	+0.38	7.42	7.30	+0.12	
SNOW HILL MIDDLE	5	95.6	4.73	4.68	+0.05	4.87	4.73	+0.14	5.29	5.03	+0.26	5.18	4.97	+0.21	
	7	99.7	6.33	6.50	-0.17	6.54	6.53	+0.01	6.83	6.70	+0.13	6.50	6.79	-0.11	
POCONOKE SR HI	9	100.2	1.47	7.98	+2.49 *	8.06	7.91	+0.15	10.24	8.04	+2.20 *	7.93	8.12	-0.19	
SNOW HILL SR HI	9	98.0	7.25	7.69	-0.44	7.65	7.63	+0.02	8.25	7.79	+0.46	7.88	7.85	+0.03	
STEPHEN DECATUR SR	9	101.7	7.96	8.10	-0.14	8.15	8.02	+0.13	8.39	8.14	+0.25	8.37	8.23	+0.14	

* SEE APPENDIX C, PAGES C-16 TO C-18, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

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CHAPTER 4 STATE OF MARYLAND FUNCTIONAL READING PROGRAM

4.1 Introduction

4.1.1 Background on the Functional Reading Program in Maryland

Reading instruction in the schools has been the object of intense public scrutiny both in Maryland and the nation since the beginning of the decade. Citizens are concerned with how well students are being taught to read, and whether or not they are mastering the kinds of reading skills needed to function adequately in today's society.

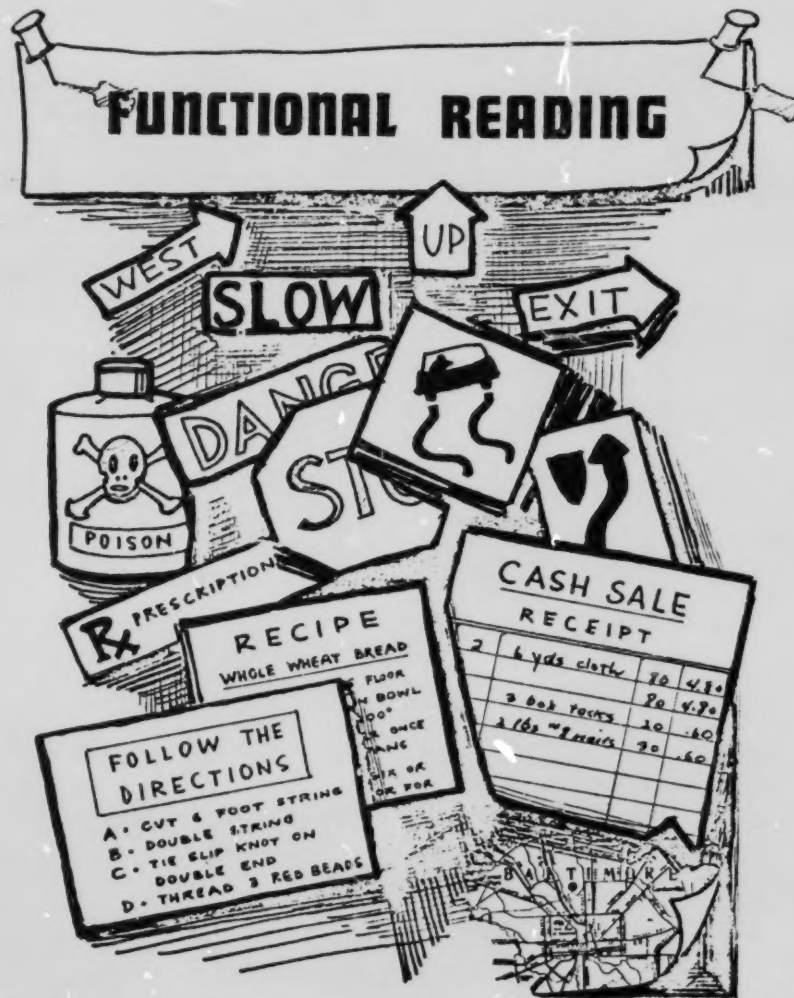
One of the reading goals in Maryland, where reading is a top educational priority¹, is to assure that all students become readers of materials needed to function in society. This section deals with the first effort to assess student skills in functional reading, using such materials as menus, sales slips, appliance instructions, and directions on medical prescriptions.

In 1974, the Maryland State Board of Education adopted state reading goals for all students, thus unifying instructional reading programs throughout the state. The achievement of the goals will mean that students can and do read, including functional reading materials. The five state reading goals, which are described in detail in Appendix B, include:

¹ Subsequent to Maryland State Board of Education's identification of reading as a state-level priority, the Maryland Legislature in 1972 enacted the Maryland Educational Accountability Act. (See Appendix A.) This law required the Maryland State Board of Education and the State Superintendent of Schools to develop an accountability program that would report annually on the progress of all Maryland schools in the basic skills areas, e.g., reading, writing, and mathematics.

1. Utilize a Variety of Reading Materials;
2. Use a Word Recognition System;
3. Comprehend Various Reading Materials;
4. Meet the Reading Demands for Functioning in Society; and
5. Select Reading as a Personal Activity.

State Goal 4 brings a new dimension, a functional reading component, to reading programs in Maryland. This component is the first statewide program in the nation designed to: (1) establish a basic functional reading competency level for Maryland students; (2) provide a systematic instruction program of functional reading in all Maryland schools; and (3) assess student competency in the basic functional reading categories.



- Why is Functional Reading Assessment a Part of the Accountability Program?

All reading diagnosis, instruction and testing in Maryland is based on the five state goals for reading which insure a comprehensive, yet well-balanced, reading program. (See Appendix B for a listing of state goals.) At present, there is no one test so comprehensive as to measure all five goals. Therefore, reading performance is better assessed through the use of several testing instruments.

Maryland's accountability program is presently using two tests to assess students' reading achievement: (1) The Iowa Tests of Basic Skills, which directly sample student performances in State Goal 3 (Comprehend Various Reading Materials), and, indirectly, Goal 2 (Use of a Word Recognition System) which allow Maryland students to be compared with a national sample of students; and (2) Maryland Functional Reading Test, which directly samples student performances in State Goal 4 (Meet the Reading Demands for Functioning in Society), as well as State Goal 5 (Select Reading as a Personal Activity). It indirectly samples State Goal 1 (Utilize a Variety of Reading Materials); Goal 2 (Use a Word Recognition System); and Goal 3 (Comprehend Various Reading Materials).

Thus, the combination of the Iowa Tests of Basic Skills and the Maryland Functional Reading Test better assesses student achievement in the five state reading goals than either does independently. The combination allows Maryland educators to: (1) compare group achievement in literal reading with other national groups of students; and (2) assess the strengths and weaknesses of individual students in the five basic functional reading categories in order to plan relevant individualized instructional programs.

4.1.2 Composition of the Functional Reading Component

The Maryland functional reading component includes three elements, as follows:

(a) An Instructional Program which outlines the basic functional reading behavior students should achieve from Kindergarten through Grade 6, Grade 7 through Grade 10, and Grade 11 through Grade 12.

Students are taught to read specific functional reading materials which are organized into the following five categories:

- (1) Following Directions;
- (2) Locating References;
- (3) Gaining Information;
- (4) Understanding Forms; and
- (5) Attaining Personal Development.

A two-volume instructor's manual, Functional Reading, is also a part of the instructional program. Copies, which were distributed in 1975 to the schools throughout the state, suggest instructional activities for each specific behavior in the five functional reading categories. The activities were field-tested with Maryland students and selected by them for statewide use by their peers.

Illustration of Category III - Functional Reading Materials:

GOAL : GAINING INFORMATION

Objective #208: Students will read to elicit necessary information for a vocation from company policy statements.

Suggested Activity

At a center, the student will match the titles to the descriptions of the proper handling of merchandise purchases by customers as found in a retail store company policy statement for a retail sales clerk.

Sample

<u>Titles</u>	<u>Descriptions</u>
1. Sales Receipt Required for Each Purchase	Each customer must be given a complete and legible cost sales receipt validated by the cash register.
2. Bag or Wrap all Customer Purchases	All merchandise sold not to be installed will be placed in bags or wrapped.
3. Protection of Lock-up Merchandise	Merchandise located in locked counters which is removed for examination by customers must never be left unattended.

(b) An In-service Training Program for introducing the new functional reading component to staff members, parents, and students. Staff in-service training is always required to build the necessary teaching competencies before introducing any new programs to students.

The in-service program for the functional reading component includes five filmstrips and tapes. One filmstrip and tape represents an overview of the state functional reading component, which is useful to staff, parents, and students. The others provide "how-to" approaches for teaching primary, intermediate, middle, and senior high students.

(c) A Testing Program using the Maryland Functional Reading Test for instructional management is administered each fall statewide at Grade 7, Grade 11, and optionally at Grade 12. The test results give both diagnostic and achievement data at five administrative levels: (1) state; (2) school system; (3) school building; (4) classroom; and (5) individual student.

This report lists the baseline data² from the October 1975 test results at three administrative levels: (1) state; (2) school system; and (3) school building. Such information allows various state and local administrators and supervisors to make appropriate instructional management decisions about the strengths and weaknesses of students' functional reading competencies, as well as needed programmatic changes. The classroom and student profiles were returned within two months following the actual testing to the school systems and individual schools for use in additional program planning.

² With regard to the 1975 Functional Reading Test Results, baseline data refers to the manner in which students scored for Grades 7 and 11 without any prior classroom instruction in the functional reading component.

4.1.3 Maryland Functional Reading Test (MFRT)

- How Was the MFRT Constructed?

The Maryland Functional Reading Test (MFRT) were developed by using accepted standards for building a criterion referenced test. These standards included reaching agreement with both citizens and educators regarding specific materials that should be taught and tested in a functional reading component. Once this decision was reached, Services for Educational Evaluation, Inc., of Bloomington, Indiana, developed the specific item objectives, testing materials, and student questions. Testing materials such as menus, sales slips, and W-2 forms were collected from many government agencies and public institutions.

The proposed test items were used in the field among approximately 47,000 Maryland students, reviewed by students, and assessed by a panel of test-building experts. Thus, the tests were developed into reliable instruments which soundly judge student performance on functional reading.

The specific materials included in the five functional reading categories were established by having more than 2,000 Maryland citizens (including 100 illiterates) identify their basic survival reading needs in society. Approximately 15 citizen groups validated the specific materials, including: students; parents; chambers of commerce members; adult continuing-education enrollees; reading teachers; model-cities personnel; directors of curriculum in school systems; citizens randomly surveyed; and members of Parent-Teacher Associations. The final list of basic needs was then translated into specific types of content materials which students need to be able to read. These specific needs are listed for the five functional reading categories in Figure 1.

Figure 1

Functional Reading Categories
and Specific Instructional Materials

Functional Reading Categories	Instructional Content Material	
	Kindergarten - Grade 6	Grade 7 - Grade 10
I. Locating References	Tables of contents; headings; sub-headings; indices; glossaries; footnotes; appendices; copyright announcements; prefaces; almanacs; catalogs; textbooks; travel guides; T. V. Guides; telephone books; encyclopedias; library cards; reference materials.	Textbooks; trade books; job manuals; consumers' guides; encyclopedias; readers' guides; index volumes; atlases; library cards; collected titles.
II. Understanding Forms	School forms; sales slips; cash registers.	School forms; income-tax forms; social security cards; medicines; vocation; applications; Armed Forces; driver's permits; W-2 forms; welfare forms; sales slips; mail order; credit card applications; bank statements; notes; loans; sales and rental; subscriptions; long-term agreements; hotel reservations.
III. Gaining Information	Lists; assignments; public announcements; emergency instructions; newspapers.	Vocabulary lists; assignments; training manuals; safety and job requirements; memorandum; want ads; work schedules; company policies; union contracts; public announcements; legal documents; political materials; newspapers; bills; sales policies; consumer information; government pamphlets; contracts; leases; day care information.
IV. Following Directions	Directions, such as: road signs; building signs; textbooks; emergencies; teacher-made games; do-it-yourself kits; child care; first aid; telephone; survival signs; medicines; food labels; community; work; maps.	Directions, such as: road signs; cooking; sewing; utility household appliances; voting machines; child care; tests; ballots; first aid; labels; medicines; mass transportation; maps.
V. Attaining Personal Development	Choosing reading; selecting materials; spending time reading; sharing ideas; reading to others; using information for hobbies; reading for self goals.	Choosing reading; selecting materials; spending time reading; sharing ideas; reading to others; using information for hobbies; reading for self goals.

- What did the 1975 tests measure specifically?

In order to keep the tests in a workable time frame for the schools, items on the tests were selected to represent each functional reading category. Thus, sample instructional content materials for each category used (See Figure 1).

Figure 2 below lists the content material used in the tests for each category.

Figure 2

Functional Reading Categories and Instructional Materials Used in the Tests

Category I Locating References	Category II Understanding Forms	Category III Gaining Information	Category IV Following Directions
		Grade 7	
Atlas Index Newspaper Contents Almanac Index Trade/Text Index Dictionary Telephone Directory	Cereal Coupon Smile Stickers Grocery Tape Club Form	Weather Map Vocabulary Grocery Ad Soap Coupon Menu Reading Comprehension	Game Rules Real Estate Map Symbol & Signs School Schedule Study Rules First Aid Rules
		Grade 11	
Table of Contents Telephone Directory Thermometer Rating Data on Newspaper Circulation Gov't. Publication	U.S. Savings Bonds Grocery Tape Job Application Social Security Application Sales Slip Record Club Coupon Work Permit Appli- cation	Reading Comprehension Legal Hours of Employment Gov't. Pamphlet Vocabulary Jobs Available Paint Remark	Operating Instructions Cooking Directions Road Signs Label on Bottles Drug Prescription Child Care Directions

● How Are the Test Results Interpreted?

The test scores provide reliable measures of student successes or needs in each of the five functional reading categories, and information for instructional decision-making at the state, school-system, school-building, classroom, and individual student levels in Grades 7 and 11.

An example of an individual student's results, which are returned to the school, is illustrated in Figure 3 below.

Figure 3										
Number and Percentage of Items Answered Correctly by Each Student (Sample)										
Student Name	Functional Reading Categories									
	Locating References (30 Questions)		Understanding Forms (21 Questions)		Gaining Information (29 Questions)		Following Directions (35 Questions)		Total Test (115 Questions)	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
A. Smith	20	66.6	21	100.0	24	82.7	26	74.3	97	84.3

The information in Figure 3 indicates that pupil A. Smith, in Category 1, Locating References, got 20 of the 30 questions in that category correct (66.6 percent) of the total number of questions in Category 1. The pupil got all of the questions in Understanding Forms correct (100 percent); 24 of the 29 questions in Gaining Information (82.7 percent) of the questions in that category; 26 questions (74.3 percent) correct in Following Directions; and 97 questions (84.3 percent) correct for the total test.

The teacher uses these scores to plan the student's instructional program. Since the state instructional goal for

functional reading is that all students should answer 80 percent or more of the test items correctly in each category and for the total test, the teacher should rank individual student performance from the highest to the lowest in order to analyze student needs. For example, A. Smith's performance illustrated in Figure 2, above, may be ranked by the teacher as follows:

1. The student achieved the desired competency level (80% - 100% of items answered correctly) on:
 - a. Total test - 84.3%
 - b. Understanding Forms Category - 100%
 - c. Gaining Information Category - 82.7%
2. The student did not achieve the desired competency level (80% - 100% of items answered correctly) on:
 - a. Locating References Category - 66.6%
 - b. Following Directions Category - 74.3%
3. The student needs immediate instructional help with materials on three functional reading categories ranked in this order:
 - a. Locating References - 66.6%
 - b. Following Directions - 74.3%
 - c. Gaining Information - 82.7%

Next, the teacher is helped with student A. Smith's instructional program needs by using the test objectives and the suggested activities listed for the three identified functional reading categories in the two-volume Functional Reading Manual which are available in each school. By referring to Figure 1, the reader is able to identify the specific instructional materials in each of the three categories in which student, A. Smith, needs to be instructed.

Both educators and lay people should be aware of the special use of the 80% - 100% as a desired competency level. The

80% cut-off score as a desired competency level was determined by professional judgments, taking into account nationally acceptable practices in criterion-referenced test construction. The 80% criterion level should not be equated to a literacy determination. But rather in Maryland it is: (1) The lowest point of the desired competency level (80-100% of items answered correctly); and (2) a point for ranking immediate instructional needs. Thus, all reading instruction must focus on making each reader, whatever the score (61%, 79%, or 90%), become the best reader possible. Reading instruction should not stop at some minimal, predetermined percentage of competency.

● How Are The Results From October 1975 Testing Being Used?

The first statewide baseline preliminary test results were returned to the school systems in December 1975 for use in schools and classrooms. These results were used throughout the state to implement a functional reading instructional component as part of each school's reading program. School-system personnel and school faculties are involved in several first-year implementation activities:

(1) Developing competencies to teach the functional reading component using the filmstrip and tape inservice program;

(2) Learning to use the two-volume functional reading manual outlining the instructional program;

(3) Analyzing the October 1975 test results for prioritizing instructional needs at the system and school levels;

(4) Implementing a system-level and school-level functional reading program based on the needs of classroom results and student profiles as revealed by an analysis of the test results; and

(5) Developing alternative scheduling and organizational patterns for secondary-school buildings.

The functional reading component is new to both teachers and students; thus, numerous school systems used professional days to plan and implement procedures for teaching functional reading to all students (K-12), and especially for students whose October 1975 test scores indicated major instructional needs. Such programming should result in more Maryland students scoring within the desired competency level (80-100% of items answered correctly) when tested in subsequent years.

Citizens desiring to observe the functional reading instructional component may arrange a visit to a school. Parents with students in Grade 7 or 11 may visit the school to review their child's profile, similar to the example illustrated in Figure 3, Page 513. With the teacher's help, parents may learn what functional reading materials their child can or cannot read. The home will readily yield study materials, such as: food labels; cash-register tapes; and sales slips.

Other questions about a local school system's activities for functional reading may be obtained by calling the local school system's central office. Each local system's specific activities may differ due to the particular needs of their students, as determined by the October 1975 test. These results will be discussed in the following sections of this report.

4.2 Presentation of Grade Seven Results

4.2.1 Maryland Functional Reading Test (MFRT)

State Level Results

The October 1975 scores for Grade 7 gave the state the first baseline data concerning the functional reading achievement of students. This data reflects how well students score without the benefit of prior instructional programs directed specifically at the five categories and material items in each. Table A, below, lists the results.³

TABLE A - MFRT STATE LEVEL RESULTS, GRADE 7			
NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* IN THE CATEGORIES AND ON THE TOTAL TEST			
Functional Reading Categories	Total Students Tested	Achieving Competency*	
		Number	Percent
I. Locating References	67,384	46,415	68.9
II. Understanding Forms	67,384	41,653	61.8
III Gaining Information	67,384	37,896	56.2
IV. Following Directions	67,384	48,395	71.8
TOTAL TEST	67,384	43,928	65.2
* "Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.			

³ Section 1 of this chapter contains a break-out by state and individual school system of the Grade 7 test results.

The fifth functional reading category is "Attaining Personal Development." Activities in this functional reading category help students develop a positive attitude about reading so that they actually select reading as one of their personal activities. The test items for this category have no right or wrong answers; therefore, student responses about reading activities and preferences are reported in Table B by statements.

TABLE B - MFRT STATE LEVEL RESULTS, GRADE 7

SUMMARY OF
RESPONSES TO QUESTIONS ABOUT INDIVIDUAL
READING PREFERENCES

-
1. Percentage of students who indicated they read about once a week "or almost every day" about their hobbies.
45.9%
 2. Percentage of students who rated themselves a "good" to "excellent" reader.
63.3%
 3. Percentage of students who indicated that they felt they understood the reading they were required to do in school always or most of the time.
80.2%
 4. Percentage of students who indicated they spent three or more hours a week reading for fun during their vacations from school.
32.2%
 5. Percentage of students who indicated they often read about the kind of job they might like to do sometime almost every day or about once a week.
43.2%
 6. Percentage of students who indicated that they enjoyed reading as a spare-time activity.
49.2%
-
-

The state-level baseline data in Tables A and B indicate the level at which students are currently achieving and where educators must place their instructional emphasis.

Table A indicates that state-level Grade 7 student instructional needs may be ranked as follows:

- 56 out of every 100 students correctly answered 23 or more of the 29 questions in Gaining Information category;
- 62 out of every 100 students correctly answered 16 or more of the 21 questions in Understanding Forms category;
- 69 out of every 100 students answered 24 or more of the 30 questions in Locating References category; and
- 72 out of every 100 students correctly answered 28 or more of the 35 questions in Following Directions category.

The Maryland State Department of Education Instructional staff, when working with the local school systems, will use this information for improving statewide functional reading needs. The data, although containing only baseline information, suggest the following:

- 35 out of every 100 students in Grade 7 need a total functional reading component as part of a reading program.

In Table B, the Grade 7 test results revealed that:

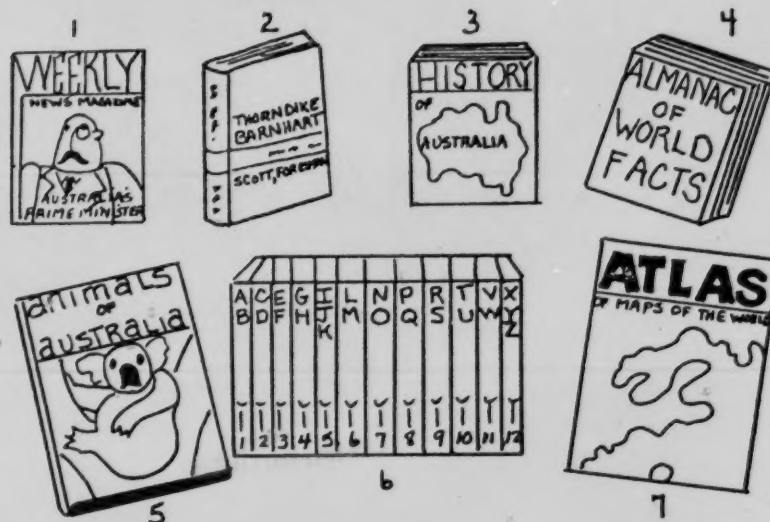
- 63 out of 100 students in Grade 7 indicated they are good readers and 80 out of every 100 understand what they are required to read in school; however, only 32 out of every 100 students indicate they give 3 or more hours of time to reading each week;
- 51 out of 100 students in Grade 7 need motivation in positive attitudes about reading as well as in developing reading skills; and

- Less than half of the seventh-grade students (46 out of 100, and 43 out of 100, respectively) indicate they read once a week about either their hobbies or jobs in which they are interested.

Illustration of Category I - Functional Reading Materials:

GOAL: LOCATING REFERENCES

Objective 2302: Students will read to locate references within a multi-resource center for use in school, on a job, or at home utilizing reference books and materials.



4.2.2 Maryland Functional Reading Test: System Level and School Level Results

Individual school-system and individual school-building data are provided in Section 4.5 of this chapter. School-system results contain two tables: Table 5, System Level - Community and Public School Resources Profile; and Table 6. System Level - Number and Percent of Students Achieving Competency in the Categories and on the Total Test. Similarly, Section 4.5 illustrates school-level results in two tables: Table 7. School Level - Community and Public School Resources Profile; and Table 8. School Level - Number and Percent of Students Achieving Competency in the Skill Categories and on the Total Test.

Maryland's Functional Reading Component was added to all instructional programs statewide so all students would have a common basic-skill mastery in reading. School systems are working toward implementation of the program and achievement by students. The Grade 7 baseline test results of school systems throughout the state which are listed in Section 4.5, indicate this implementation in the following school systems.

- More than 80 percent of Grade 7 students in two school systems scored for the total test in the desired competency level (80%-100% of items answered correctly):
 - Howard County
 - Montgomery County
- More than 80 percent of Grade 7 students in several school systems scored in the desired competency level (80%-100% of items answered correctly) in the following functional reading categories:
 1. Locating Reference Category
 - Howard County
 - Montgomery County
 2. Following Directions Category
 - Allegany County
 - Baltimore County
 - Carroll County
 - Harford County
 - Howard County
 - Montgomery County
 - Talbot County

Although two systems achieved the desired competency level on the total tests and some systems achieved the desired competency level on one or two categories, no school system scored in the desired level for all categories and for the total test. Therefore, the October 1975 test results identified statewide reading instructional needs. In response to the testing data, each school system established appropriate functional reading programming based upon the test results of its students. For example, since Howard and

501

4.3 Presentation of Grade Eleven Results

4.3.1 Maryland Functional Reading Test (MFRT)

State Level Results

The October 1975 scores for Grade 11 students gave the first state-level baseline data on which to begin implementing a functional reading component as part of every school's reading program in the state. The results are listed in Table C, below.⁴

TABLE C - MFRT STATE LEVEL RESULTS, GRADE 11

NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* IN
THE CATEGORIES AND ON THE TOTAL TEST

Functional Reading Categories	Total Students Tested	Achieving Competency*	
		Number	Percent
I. Locating References	54,844	38,556	70.3
II. Understanding Forms	54,844	43,610	79.5
III. Gaining Information	54,844	44,247	80.7
IV. Following Directions	54,844	45,991	83.9
TOTAL TEST	54,844	44,064	80.3
*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.			

⁴ Section 4 of this chapter contains a breakout by state and individual school system of the Grade 11 test results.

The fifth functional reading category, Attaining Personal Development, develops a positive attitude and feeling about the reading process in order to involve students in seeking reading as a personalized activity. The test asks students to respond to several questions which have no right or wrong answers. The Grade 11 student responses are shown in Table D, below.

TABLE D - MFRT STATE LEVEL RESULTS, GRADE 11

SUMMARY OF
RESPONSES TO QUESTIONS ABOUT INDIVIDUAL
READING PREFERENCES

1. Percentage of students who indicated they read about once a week "or almost every day" about their hobbies.
56.2%
 2. Percentage of students who rated themselves as "good" to "excellent" readers.
59.2%
 3. Percentage of students who indicated that they felt they understood the reading they were required to do in school always or most of the time.
79.7%
 4. Percentage of students who indicated they spent three or more hours a week reading for fun during vacation from school.
32.4%
 5. Percentage of students who indicated they often read about the kind of job they might like to do sometime almost every day or about once a week.
44.7%
 6. Percentage of students who indicated that they enjoyed reading as a spare time activity.
40.4%
-

The state level baseline data from Tables C and D above indicate both current Grade 11 achievements and instructional needs.

Table C indicates that state level Grade 7 students instructional needs may be ranked as follows:

- 70 out of every 100 students answered correctly 22 or more of the 28 questions in Locating References category;
- 80 out of every 100 students answered correctly 26 or more of the 33 questions in Understanding Forms category;
- 81 out of every 100 students answered correctly 27 or more of the 34 questions in Gaining Information category; and
- 84 out of every 100 students answered correctly 26 or more of the 33 questions in Following Directions category.

Illustration of Category V Functional Reading Materials:

GOAL: ATTAINING PERSONAL DEVELOPMENT

Objective 3103: Students will affect the degree to which reading contributes to their personal development by indicating the amount of time spent engaged in non-required reading.

Suggested Activity

Given a weekly recreational reading log, the student will record time spent on recreational reading outside of school.

RECREATIONAL READING LOG

Date	Time	Place	*Materials	Weekly Total

* Student can record various types of reading materials, such as books, magazines, and newspapers.

Instructional staff at the Maryland State Department of Education, working with the local school systems, will use this information for improving statewide functional reading achievement. These results suggest the following trends:

- 20 out of every 100 students in Grade 11 need a total functional reading component as part of their reading program.

In Table D, the Grade 11 test results revealed that:

- 59 out of 100 students in Grade 11 indicate that they are good readers and 80 out of 100 understand what they are required to read in school; however, only 32 out of 100 students indicate they give 3 or more hours of time to reading each week;
- 60 out of 100 students in Grade 11 need motivation and positive attitudes about reading as well as to develop skills; and
- Half of the eleventh grade students (45 out of 100, and 56 out of 100, respectively) indicated that they read once a week about their hobbies or jobs in which they are interested.

4.3.2 Maryland Functional Reading Test: System Level and School Level Results

Individual school-system and individual school-building data are provided in Section 4.5 of this chapter. School-system results contain two tables: Table 5. System Level - Community and Public School Resources Profile; and Table 6. System Level - Number and Percent of Students Achieving Competency in the Categories and on the Total Test. Similarly, Section 4.5 illustrates school level results in two tables: Table 7. School Level - Community and Public School Resources Profile; and Table 8. School Level - Number and Percent of Students Achieving Competency in the Skill Categories and on the Total Test.

For instructional needs, the Grade 11 baseline test results of school systems throughout the state, which are listed in Section 4.5, indicate the following:

- More than 80 percent of Grade 11 students in 10 school systems scored for the total test in the desired competency level (80%-100% of items answered correctly):
 - Anne Arundel
 - Baltimore County
 - Carroll County
 - Harford County
 - Howard County
 - Kent County
 - Montgomery County
 - Prince George's County
 - Talbot County
 - Wicomico County
- More than 80 percent of Grade 11 students in 10 school systems scored for the total test in the desired competency level (80%-100) of items answered correctly) in the following functional reading categories:

Illustration of Category IV Functional Reading Materials:

GOAL 1 FOLLOWING DIRECTIONS

Objective 1101: Student will read to interpret basic directional-type vocabulary from road signs.

Suggested Activities

Sample Chart



Directions: Look at all the signs. Which sign says:

1. A street dividing two ways (called an intersection)?
2. A left turn?
3. A side road from a main road?
4. Go left?
5. Roads are crossing?
6. A winding road?
7. A left curve?

1. Locating References

- Howard County
- Montgomery County

2. Understanding Forms

- | | |
|-----------------------|--------------------------|
| - Anne Arundel County | - Montgomery County |
| - Baltimore County | - Prince George's County |
| - Carroll County | - Talbot County |
| - Harford County | - Wicomico County |
| - Howard County | |

3. Gaining Information

- | | |
|-----------------------|--------------------------|
| - Anne Arundel County | - Kent County |
| - Baltimore County | - Montgomery County |
| - Carroll County | - Prince George's County |
| - Harford County | - Talbot County |
| - Howard County | - Wicomico County |

4. Following Directions

- | | |
|-----------------------|--------------------------|
| - Allegany County | - Howard County |
| - Anne Arundel County | - Kent County |
| - Baltimore County | - Montgomery County |
| - Carroll County | - Prince George's County |
| - Cecil County | - Queen Anne's County |
| - Frederick County | - Talbot County |
| - Garrett County | - Washington County |
| - Harford County | - Wicomico County |

Thus, each school system should establish appropriate instructional programming based upon these baseline test results of its students. The Maryland Functional Reading Test provides a monitoring system by which the state and local school system may determine its students' strengths and needs. This system allows for decisions to be made by categories and total tests for individuals, school buildings and school systems.

4.4 Conclusions

In summary, this report deals with the first statewide efforts of the Maryland State Department of Education to assess the functional reading competencies of students in Grades 7 and 11 using a test based on materials such as menus, sales slips, appliance instruction, and directions on medical prescriptions. The October 1975 results are baseline data because no prior classroom instruction in functional reading preceded the testing. The test data showed that 65 percent of the students in Grade 7 and 80 percent of the students in Grade 11 scored at the desired competency level on the total test. Using this baseline information, all Maryland schools are implementing, during the 1976-77 school year, a functional reading component as a part of their reading program. The goal is for all students to reach the desired competency level by 1980. Each year the test will be used to assess the effectiveness of the functional reading component.

Figure 4 summarizes the state level baseline data for both grades 7 and 11. It shows the number and percentage of students who correctly answered questions on the total test. Although the "desired competency level" is above 80 percent, the figure shows the percentage of students who scored in the 70-79 and 60-69 percent range. Thus, the state and local school system is able to identify those students who need only a few new functional reading skills in order to achieve the desired level.

At the same time, the figure indicates that in Grade 7 there are 66 students and in Grade 11 there are 27 students who achieved less than 10 items correct on the test. By identification, the school system can begin a much-needed instructional program for these students.

FIGURE 4
STATE LEVEL
SUMMARY OF PERFORMANCE OF MARYLAND STUDENTS
ON THE FUNCTIONAL READING TESTS -- OCTOBER 1975

Percent of Questions Answered Correctly On the Total Test	Seventh Grade		Eleventh Grade	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students
90-100	30,188	44.80	32,111	58.55
80-89	13,746	20.40	11,929	21.75
70-79	8,895	13.20	4,717	8.60
60-69	4,683	6.95	2,029	3.70
50-59	3,066	4.55	2,001	3.65
40-49	2,898	4.30	878	1.60
30-39	2,763	4.10	795	1.45
20-29	809	1.20	302	.55
10-19	270	.40	55	.10
0-9	66	.10	27	.05
TOTAL	67,384	100.00%	54,844	100.00%

589

The 1975 results emphasize the need for the instructional staff members in the Maryland State Department of Education to work with the local school systems to bring about the following changes in the state's reading programs:

- Implementation of a functional reading component as part of the total reading program for students in Kindergarten through Grade 12.
- Emphasis on instructional materials in the four functional reading categories for students in Kindergarten through Grade 6 in this order of priority: (1) gaining information; (2) understanding forms; (3) locating references; and (4) following directions.
- Emphasis in elementary schools on activities which build toward reading. Since 63 out of 100 students in Grade 7 see themselves as good readers, only 32 out of 100 students give time to reading.
- Emphasis on instructional content materials in the functional reading categories for students in Grade 7 through 12 in this order of priority: (1) locating references; (2) understanding forms; (3) gaining information; and (4) following directions.
- Emphasis in secondary schools on activities which build a positive attitude toward reading. Since 59 out of 100 students in Grade 11 rate themselves as good readers, only 32 out of 100 students in Grade 11 give time to reading.

Additional insights from the test results which are being considered for program implementation are as follows:

- The Contrast with the 1975 Iowa Tests of Basic Skills; Results:

The Maryland Functional Read Test show more Grade 11 students scoring at the desired competency level (80-100 percent of the items answered correctly) than Grade 7 students. The reverse is true of students' scores in Maryland on the Iowa Tests

of Basic Skills which assess literal comprehension and compare the results with the performance of a national group of students. Here, Maryland students scored better at the lower-grade than the upper-grade level. This contrast of scoring may be due to a stress on the skills of literal comprehension in the early grades, while the upper grades concentrate on using the process of reading for learning content. Moreover, the additional life experiences with functional reading materials and their application by Grade 11 students as compared to Grade 7 students may contribute to the greater incidence of functional competencies among eleventh graders.

- Reading Habits:

Both Grade 7 and 11 students reflect highly positive attitudes about their reading skills; yet, many students are not selecting reading as a personal activity. The personal use of reading appears to decline even more by Grade 11. This tendency away from the written word may reflect the common societal use of other media instead of reading materials by the adults of society.

- Student Selectivity:

The number of students tested in Grade 7 was 67,384 and in Grade 11 was 54,844. There were 12,540 fewer students tested in Grade 11. This difference probably results in a more select group of students being tested in Grade 11 than in Grade 7.

- Contrasts for Instructional Programming at the State Level:

Ranking the five functional reading categories by decreasing instructional needs shows the following order of priority for:

<u>Grade 7</u>	<u>Grade 11</u>
1. Gaining Information	1. Locating References
2. Understanding Forms	2. Understanding Forms
3. Locating References	3. Gaining Information

In each school system and at each school, educational programming must be built upon the particular needs of students.

This baseline information may be expected to improve at all grade levels over the next few years. Using this information, the public schools of Maryland will implement a functional reading component as part of their reading program; will collect yearly assessment data; will instruct students based upon their needs; and will assess each October the results of instructional program changes. Functional reading is now a new component of every student's reading program in Maryland. This will assure that each student can read basic materials necessary to function in society.

PRESENTATION OF STATE
AND SYSTEM LEVEL TABLES

TABLE 5	COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.
TABLE 6	NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.
TABLE 7	SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.
TABLE 8	SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.

TABLE 5. STATE LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
4,089,000	\$13,474	11.24

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
880,900	\$13,363	\$22,171	10.2	20.3

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
28.8%	18.4	92.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,262.80	\$911.84	72.2%	\$37.39

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	\$12.06	1.0%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. STATE LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY**		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	67,384	46,415	68.9	54,844	38,556	70.3
II. Understanding Forms	67,384	41,653	61.8	54,844	43,610	79.5
III. Gaining Information	67,384	37,896	56.2	54,844	44,247	80.7
IV. Following Directions	67,384	48,395	71.8	54,844	45,991	83.9
TOTAL TEST	67,384 (89.8)***	43,928	65.2	54,844 (87.2)***	44,064	80.3

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
83,700	\$9,036	13.3

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.6	11.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
15,993	\$12,806	\$18,680	12.1	21.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
38.8%	18.9	96.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,117.34	\$779.46	69.8%	\$23.85

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.1%	\$7.43	1.0%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,337	1,026	76.7	1,254	875	69.8
II. Understanding Forms	1,337	977	73.1	1,254	967	77.1
III. Gaining Information	1,337	908	67.9	1,254	986	78.6
IV. Following Directions	1,337	1,103	82.5	1,254	1,052	83.9
TOTAL TEST	1,337 (97.4)***	1,026	76.7	1,254 (95.6)***	1,000	79.7

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

***PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

ALLEGANY COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
BRADDOCK JR HIGH	7-8	720	18.5	95.8	37.0	2.0	12.0	18.5	46.1	10.5	12.1	8,942
WASHINGTON JR HIGH	7-8	756	17.6	95.2	41.0	2.0	12.7	21.0	48.8	17.3	11.2	7,793
BEALL SR JR HIGH	7-12	1,247	21.9	96.6	54.0	3.0	12.0	22.0	49.1	10.7	12.0	8,153
BRUCE SR JR HIGH	7-12	781	20.5	94.6	36.0	2.0	15.1	21.5	39.5	14.8	11.6	7,447
FLINTSTONE ELEMENTARY	K-12	502	20.9	94.7	22.0	2.0	10.3	20.7	37.5	11.3	10.3	6,579
MT SAVAGE ELEMENTARY	K-12	867	19.7	95.8	42.0	2.0	10.0	31.5	47.7	12.2	11.2	7,252
OLDTOWN ELEMENTARY	K-12	467	16.7	96.8	27.0	1.0	8.1	17.5	28.6	15.5	10.6	7,090
VALLEY SR JR HIGH	7-12	721	20.0	95.2	34.0	2.0	12.4	25.0	50.0	10.7	11.3	7,744
ALLEGANY SR HIGH	9-12	1,344	19.8	94.1	65.0	3.0	11.8	22.0	41.2	10.6	12.1	8,939
FORT HILL SR HIGH	9-12	1,474	19.4	93.9	73.0	3.0	13.4	23.3	43.4	17.4	11.2	7,803
VOCATIONAL TECH CENTER	11-12	NA	NA	92.9	31.0	2.0	8.5	21.5	30.3	NA	NA	NA

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
BRADDOCK JR HIGH	7	327	93.2	82.6	78.9	74.3	85.9	81.3
WASHINGTON JR HIGH	7	418	100.0	75.9	70.9	66.3	81.4	75.9
BEALL SR JR HIGH	7 11	180 145	98.9 69.4	79.4 82.1	79.4 89.0	73.3 85.5	85.0 90.3	80.0 86.9
BRUCE SR JR HIGH	7 11	116 98	97.5 77.7	62.9 65.3	53.4 70.4	52.6 68.4	70.7 77.6	62.9 74.5
FLINTSTONE ELEMENTARY	7 11	50 35	98.0 70.0	76.0 60.0	76.0 57.1	64.0 62.9	84.0 80.0	84.0 71.4
MT SAVAGE ELEMENTARY	7 11	92 66	100.0 80.5	71.7 71.2	65.2 77.3	54.3 77.3	79.3 81.8	66.3 78.8
OLDTOWN ELEMENTARY	7 11	23 11	95.8 42.3	78.3 81.8	65.2 100.0	56.5 100.0	78.3 100.0	69.6 100.0
VALLEY SR JR HIGH	7 11	130 90	97.0 72.6	76.9 75.6	80.0 80.0	76.2 85.6	86.9 91.1	81.5 86.7
ALLEGANY JR HIGH	11	245	77.7	76.3	86.5	86.9	91.8	89.4
FORT HILL SR HIGH	11	308	81.1	76.6	82.1	86.7	89.0	85.7
VOCATIONAL TECH CENTER	11	256	95.0	48.4	58.6	60.2	66.8	59.4

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 5. SYSTEM LEVEL - COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
331,200	\$13,810	7.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.2	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
77,929	\$13,542	\$21,477	9.4	19.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
24.9%	19.4	93.7%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,128.70	\$859.92	76.2%	\$31.41

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.8%	\$14.64	1.3%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	5,684	4,098	72.1	4,719	3,367	71.3
II. Understanding Forms	5,684	3,649	64.2	4,719	3,835	81.3
III. Gaining Information	5,684	3,288	57.8	4,719	3,875	82.1
IV. Following Directions	5,684	4,313	75.9	4,719	4,073	86.3
TOTAL TEST	5,684 (83.5)***	3,892	68.5	4,719 (82.4)***	3,904	82.7

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

ANNE ARUNDEL COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ANNAPOLIS JR HIGH	7-9	2,397	17.6	93.3	130.9	5.0	8.6	13.8	25.7	8.0	12.3	11,747
ARUNDEL JR HIGH	7-9	2,342	18.0	92.8	123.0	7.0	6.3	14.6	23.1	8.2	12.2	13,049
BATES JR HIGH	7-9	1,117	18.3	91.8	58.0	3.0	7.1	11.5	26.2	14.2	12.4	10,951
CORKRAN JR HIGH	7-9	1,769	18.4	92.6	92.0	4.0	7.8	19.0	21.9	5.6	12.0	11,324
GEORGE FOX JR HIGH	7-9	1,161	16.8	92.0	66.0	3.0	7.7	10.2	30.4	6.7	11.0	11,116
LAKESHORE JR HIGH	7-9	1,120	21.1	90.2	50.0	3.0	5.0	11.5	24.5	9.6	12.0	11,591
LINDALE JR HIGH	7-9	1,738	18.9	92.9	88.0	4.0	6.9	14.9	27.2	4.4	11.7	12,004
MACARTHUR JR HIGH	7-9	1,969	17.7	94.9	105.0	6.0	6.2	15.7	24.3	7.1	12.2	9,331
MAGOTHY RIVER MIDDLE	6-8	1,008	19.8	95.3	48.0	3.0	7.1	21.3	33.3	NA	NA	NA
MARLEY JR HIGH	7-9	1,229	18.6	91.2	63.0	3.0	8.1	17.1	15.1	4.7	11.8	11,165
OLD HILL MIDDLE NORTH	6-8				NO RESOURCE DATA AVAILABLE AS OF 3/76							
OLD HILL MIDDLE SOUTH	6-8				NO RESOURCE DATA AVAILABLE AS OF 3/76							
SEVERNA PARK JR HIGH	7-9	1,512	19.0	94.7	76.6	3.0	8.2	11.2	26.4	5.2	12.3	13,931
SEVERN RIVER JR HIGH	7-9	1,005	18.6	94.0	51.0	3.0	6.9	14.3	20.4	NA	NA	NA
SOUTHERN JR HIGH	6-8	776	18.9	94.4	38.0	3.0	7.5	20.6	34.1	13.1	12.0	10,152
BROOKLYN PARK SR JR HIGH	7-12	1,634	18.1	88.8	86.0	4.0	10.7	16.2	34.4	5.3	10.3	10,775
ANDOVER SR HIGH	10-12	1,620	19.3	89.6	80.0	4.0	9.3	14.7	34.5	5.2	11.7	12,000
ANNAPOLIS SR HIGH	10-12	2,059	16.8	92.1	115.3	7.0	10.7	12.8	33.5	11.9	12.4	11,446
ARUNDEL SR HIGH	10-12	3,204	19.9	88.9	151.9	9.0	8.5	19.5	32.9	8.8	12.2	10,935
GLEN BURNIE SR HIGH	10-12	2,358	20.0	91.3	113.0	5.0	10.2	15.0	25.4	5.6	12.0	11,425

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
ANNAPOLIS JR HIGH	7	635	70.3	68.3	62.7	54.3	68.8	63.5
ARUNDEL JR HIGH	7	464	92.8	83.0	76.3	69.4	87.9	80.6
BATES JR HIGH	7	215	65.7	75.3	66.0	57.7	74.4	69.8
CORKRAN JR HIGH	7	327	88.4	70.3	61.8	57.8	74.6	67.3
GEORGE FOX JR HIGH	7	308	75.0	68.8	64.6	54.5	79.5	66.2
LAKESHORE JR HIGH	7	375	87.2	72.8	63.7	57.3	74.7	66.7
LINDALE JR HIGH	7	444	82.8	70.3	62.4	55.0	73.0	67.8
MACARTHUR JR HIGH	7	583	88.2	76.0	68.1	64.8	82.2	75.0
MAGOTHY RIVER MIDDLE	7	290	80.3	81.4	75.2	67.9	87.2	80.7
MARLEY JR HIGH	7	347	86.3	66.6	57.6	53.6	74.6	64.0
OLD MILL MIDDLE NORTH	7	348	85.3	69.5	60.3	56.9	73.9	67.2
OLD MILL MIDDLE SOUTH	7	301	91.2	62.1	51.5	45.5	65.4	56.5
SEVERNA PARK JR HIGH	7	286	88.8	78.3	67.8	65.7	80.4	74.8
SEVERN RIVER JR HIGH	7	232	88.8	82.8	77.2	70.7	87.5	81.9
SOUTHERN JR HIGH	7	274	89.0	62.0	50.4	42.7	58.8	51.8
BROOKLYN PARK SR JR HIGH	7 11	255 220	91.7 84.3	64.7 61.8	57.6 73.6	45.9 73.2	69.0 79.1	57.6 72.7
ANDOVER SR HIGH	11	479	88.5	69.5	81.4	80.8	85.6	81.8
ANNAPOLIS SR HIGH	11	557	76.5	73.2	79.7	80.6	85.8	82.2
ARUNDEL SR HIGH	11	751	89.1	77.1	85.8	87.2	92.4	88.7
GLEN BURNIE SR HIGH	11	507	84.2	76.3	87.6	85.6	90.1	89.0

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
NORTHEAST SR HIGH	10-12	2,173	19.6	86.4	105.9	5.0	8.0	11.4	41.4	7.7	11.1	10,985
OLD MILL SR HIGH	9-11				NO RESOURCE DATA AVAILABLE AS OF 3/76							
SEVERNA PARK SR HIGH	10-12	2,653	20.1	92.1	124.2	8.0	11.0	20.8	46.3	5.8	12.4	13,794
SOUTHERN SR HIGH	9-12	1,977	18.7	89.3	100.6	5.0	9.1	24.2	26.5	11.1	12.1	10,769

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ANNE ARUNDEL COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING
COMPETENCY IN THE SKILL CATEGORIES AND ON THE
TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
NORTHEAST SR HIGH	11	607	75.9	68.7	77.1	80.7	86.0	81.4
OLD MILL SR HIGH	11	384	69.8	66.1	78.4	79.2	82.3	79.4
SEVERNA PARK SR HIGH	11	762	92.1	77.3	86.6	89.0	89.0	87.4
SOUTHERN SR HIGH	11	452	78.5	58.4	71.2	71.9	76.1	69.0

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
871,300	\$10,012	23.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.9	10.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
166,370	\$12,766	\$21,545	10.1	24.6

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.6%	17.9	89.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,124.20	\$789.62	70.2%	\$48.93

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
4.4%	\$13.81	1.2%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	11,558	5,019	43.4	7,525	3,609	48.0
II. Understanding Forms	11,558	3,982	34.5	7,525	4,754	63.2
III. Gaining Information	11,558	3,320	28.7	7,525	4,716	62.7
IV. Following Directions	11,558	5,134	44.4	7,525	4,942	65.7
TOTAL TEST	11,558 (75.9)***	4,153	35.9	7,525 (77.9)***	4,512	60.0

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

***PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

BALTIMORE CITY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES
PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
BENJAMIN FRANKLIN	7-9	1,391	20.5	74.1	65.0	3.0	9.9	27.7	19.1	21.4	9.4	8,578
BOOKER T WASHINGTON	7-9	1,397	21.7	71.3	63.4	1.0	12.8	34.0	19.3	47.3	9.3	5,404
CANTON ELEMENTARY & JR HIGH	K-9	2,091	20.9	79.6	96.2	4.0	7.3	24.1	13.2	17.5	8.5	8,808
CALVERTON	7-9	2,225	20.8	80.7	103.0	4.0	9.7	21.4	22.4	24.3	10.0	8,051
CHERRY HILL	7-9	1,079	21.1	93.3	49.0	2.0	11.8	22.5	19.6	39.7	10.2	6,682
CHINQUAPIN MIDDLE	6-8	1,120	14.5	84.9	75.5	2.0	8.3	18.7	16.1	NA	NA	NA
CLIFTON PARK	7-9	1,314	18.9	70.8	66.5	3.0	10.4	24.8	19.4	34.0	9.5	6,826
FALLSTAFF	6-8	686	16.9	91.4	39.5	1.0	7.3	33.0	22.2	10.5	12.0	12,437
FRANCIS SCOTT KEY	K-9	1,518	20.9	72.5	69.5	3.0	9.0	22.2	19.3	21.5	8.4	7,942
GARRISON	7-9	1,475	19.8	74.1	71.5	3.0	10.9	27.5	18.8	18.3	11.3	9,144
GREENSPRING	7-9	2,471	19.9	85.2	120.0	4.0	7.8	24.1	15.3	21.9	11.0	8,879
GWYNNS FALLS PARK	7-9	1,381	17.8	74.0	75.6	2.0	9.1	16.5	19.3	20.2	10.1	8,478
HAMILTON	7-9	1,938	19.8	83.2	94.0	4.0	10.5	36.7	23.5	5.4	10.8	10,704
HAMPSTEAD HILL	7-9	2,194	19.4	72.2	108.0	5.0	11.1	24.5	22.1	24.0	8.5	8,089
HARLEM PARK	7-9	2,427	22.3	74.2	106.0	3.0	10.0	33.3	22.9	41.7	8.8	5,627
HERRIG RUN	7-9	2,827	19.5	81.5	140.0	5.0	7.8	20.4	21.4	17.3	10.1	9,478
JOSIAH DIGGS	7-9	533	19.0	78.4	26.0	2.0	8.5	27.1	7.1	44.3	8.4	5,840
LOMBARD JR HIGH	7-9	1,449	19.1	65.2	72.5	3.5	8.3	33.5	24.3	50.6	8.9	5,025
NORTHERN PKWY JUNIOR HIGH	7-9	2,383	22.9	83.1	101.0	3.0	9.5	15.7	24.0	7.7	11.8	11,046
PIMLICO	7-9	2,021	18.9	84.0	103.0	4.0	8.8	21.9	26.2	18.1	11.7	10,117

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING
COMPETENCY IN THE SKILL CATEGORIES AND ON THE
TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
BENJAMIN FRANKLIN	7	283	86.3	53.7	48.8	35.3	65.0	48.8
BOOKER T WASHINGTON		365	75.4	33.4	16.4	9.9	17.0	15.1
CANTON ELEMENTARY & JR HIGH	7	498	80.0	53.2	49.6	41.8	60.2	52.8
CALVERTON	7	537	69.8	40.0	36.5	25.1	44.5	32.2
CHERRY HILL	7	299	74.2	20.1	8.7	9.7	15.7	9.4
CHINQUAPIN MIDDLE	7	520	93.0	66.5	58.3	45.2	67.3	60.4
CLIFTON PART	7	285	73.8	26.3	18.9	22.8	30.2	19.6
FALLSTAFF	7	286	92.9	72.0	62.9	54.2	74.1	66.4
FRANCIS SCOTT KEY	7	270	68.0	54.1	48.5	39.3	59.6	50.7
GARRISON	7	450	74.0	41.1	26.9	28.4	44.4	30.9
GREENSPRING	7	623	77.7	31.0	23.3	24.2	34.0	26.5
GWYNNS FALLS PARK	7	450	72.1	39.8	14.7	12.4	22.9	20.4
HAMILTON	7	466	80.0	38.0	20.2	30.7	39.7	28.3
HAMPSTEAD HILL	7	604	65.7	43.4	45.7	33.6	53.1	42.4
HARLEM PARK	7	562	66.1	19.0	13.9	14.1	25.1	14.9
HERRING RUN	7	884	83.6	53.2	49.1	38.9	57.3	48.9
JOSIAH DIGGS	7	133	61.0	36.8	27.8	23.3	39.1	28.6
LOMBARD JR HIGH	7	324	69.8	19.1	16.4	11.1	23.5	14.8
NORTHERN PKWY JUNIOR HIGH	7	765	82.4	53.4	44.5	38.2	53.6	46.8
PIMLICO	7	800	90.0	42.8	38.3	28.3	47.3	38.4

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ROBERT POOLE	K-9	1,694	22.3	81.3	74.0	2.0	9.2	32.9	15.8	15.1	9.8	9,060
ROCK GLEN	7-9	2,392	20.1	79.4	116.0	3.0	10.6	23.9	16.8	11.9	10.3	9,549
ROLAND PK ELEMENTARY & JR HI	K-9	1,284	19.3	87.0	63.5	3.0	9.8	27.2	19.5	8.0	12.4	13,203
WILLIAM LEMMEL	7-9	2,105	20.6	79.0	98.0	4.0	11.0	21.6	20.6	22.3	10.9	8,660
HOME AND HOSPITAL	K-12	NO RESOURCE DATA AVAILABLE AS OF 3/76										
HOUSTON WOODS	7-12	1,162	15.4	66.9	73.6	2.0	12.0	33.0	15.9	44.1	9.3	5,947
BALTIMORE CITY COLLEGE	9-12	1,040	15.7	76.5	64.0	2.0	13.1	16.3	42.4	29.7	10.5	8,142
BALTIMORE POLYTECHNIC INS	9-12	2,215	22.3	94.0	96.5	3.0	15.7	25.2	41.2	NA	11.4	10,662
CARVER	10-12	1,322	12.7	83.2	100.7	3.0	11.7	28.7	18.3	38.8	9.6	6,951
DUNBAR	10-12	1,497	12.5	82.0	116.0	3.0	9.5	24.6	23.5	48.2	9.1	5,848
EASTERN	9-12	1,446	21.9	74.0	63.0	3.0	10.1	18.6	28.8	32.2	10.3	7,932
EDMONDSON	10-12	1,863	19.5	78.2	92.5	3.0	10.2	14.4	24.6	29.4	10.0	7,857
FAIRMOUNT HILL	9-12	863	14.5	66.2	57.5	2.0	8.9	22.8	16.8	44.3	8.9	6,047
FOREST PARK	9-12	778	13.9	74.1	53.0	3.0	12.5	18.4	33.9	26.3	10.8	8,556
FREDERICK DOUGLASS	10-12	1,913	20.9	79.2	89.5	2.0	14.5	26.0	33.3	41.2	9.6	6,691
JANE ADAMS	9-12	100	7.1	74.7	13.0	1.0	12.7	42.0	27.1	32.8	9.6	7,580
LAKE CLIFTON SENIOR HIGH	10-12	2,702	18.5	70.9	141.6	4.0	8.4	24.5	22.0	34.5	9.8	7,335
MERGENTHALER	10-12	2,089	13.7	80.9	149.0	3.0	11.3	21.7	21.7	19.7	10.0	9,114
NORTHERN	9-12	2,741	20.6	82.1	129.0	4.0	12.7	30.6	39.8	9.3	11.3	10,731
NORTHWESTERN	9-12	2,500	19.8	81.0	122.1	4.0	11.5	21.5	33.0	22.2	11.3	9,623

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
ROBERT POOLE	7	395	68.6	51.1	21.8	17.7	30.6	28.4
ROCK GLEN	7	747	82.3	59.4	47.5	41.0	58.6	50.6
ROLAND PK ELEMENTARY & JR HIGH	7	246	74.8	32.1	24.8	26.4	37.0	27.2
WILLIAM LEMMEL	7	546	67.4	39.9	26.6	17.0	34.4	26.4
HOME AND HOSPITAL	7	11	NA	63.6	54.5	27.3	72.7	63.6
	11	5	NA	40.0	80.0	80.0	60.0	80.0
HOUSTON WOODS	7	253	64.7	28.1	25.7	16.6	34.4	24.1
	11	57	72.2	14.0	19.3	21.1	24.6	17.5
BALTIMORE CITY COLLEGE	11	80	55.5	37.5	57.5	50.0	60.0	52.5
BALTIMORE POLYTECHNIC INS	11	527	87.0	87.5	92.0	92.2	94.1	93.4
CARVER	11	391	80.3	30.2	50.1	54.2	55.5	45.3
DUNBAR	11	374	66.5	42.0	57.8	53.7	59.1	52.9
EASTERN	11	201	80.7	40.8	54.2	61.7	65.2	58.2
EDMONDSON	11	373	86.5	47.2	59.2	65.1	70.2	66.8
FAIRMOUNT HILL	11	90	78.9	4.4	17.8	15.6	24.4	10.0
FOREST PARK	11	191	67.0	50.3	69.1	74.9	79.6	71.2
FREDERICK DOUGLASS	11	236	60.0	42.4	58.1	58.9	61.9	54.2
JANE ADAMS	11	11	55.0	0.0	0.0	0.0	0.0	0.0
LAKE CLIFTON SENIOR HIGH	11	459	74.5	46.6	63.0	62.5	65.1	58.8
MERGENTHALER	11	533	85.7	50.7	65.9	70.4	75.0	68.5
NORTHERN	11	654	96.0	62.8	76.6	75.8	78.7	75.2
NORTHWESTERN	11	346	70.6	42.2	61.8	62.1	68.8	57.2

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES
PROFILE.*

SCHOOL NAME	GRADE ORGANI- ZATION (1)	TOTAL SCHOOL ENROLL- MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN- DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISAD- VAN- TAGED (10)	MEDIAN EDUCA- TION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
PATTERSON	10-12	3,017	21.8	81.6	133.5	5.0	12.0	24.2	31.0	18.4	8.7	8,933
SAMUEL GOMPERS	8-12	330	10.0	58.0	30.0	3.0	6.6	25.8	12.1	NA	9.6	6,168
SOUTHERN	10-12	2,305	22.5	75.3	99.6	3.0	13.3	24.7	33.7	24.6	8.8	8,181
SOUTHWESTERN	9-12	1,577	19.2	70.6	79.0	3.0	10.7	20.2	25.6	22.7	9.6	8,553
WALBROOK	10-12	2,056	19.6	71.1	101.0	4.0	11.0	26.6	24.8	28.4	10.5	8,154
WESTERN	9-12	2,735	21.4	89.7	124.0	4.0	11.5	29.0	37.5	15.9	11.4	10,182
WOODROW WILSON	9-12	123	10.3	82.6	11.0	1.0	14.6	40.0	41.7	26.2	8.8	7,808

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE CITY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
PATTERSON	11	850	91.7	43.2	59.8	55.5	57.2	51.5
SAMUEL GOMPERS	11	14	33.3	21.4	0.0	14.3	35.7	14.3
SOUTHERN	11	497	83.7	46.7	60.4	62.6	66.2	59.4
SOUTHWESTERN	11	399	68.3	24.3	45.6	36.6	39.1	33.3
WALBROOK	11	467	76.3	44.5	50.5	39.8	43.3	42.4
WESTERN	11	763	93.5	55.8	78.6	79.6	78.4	73.3
WOODROW WILSON	11	7	43.7	14.3	0.0	14.3	28.6	0.0

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES
PROFILE .*A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
630,400	\$15,635	4.4

EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
123,174	\$14,892	\$25,282	10.6	22.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
40.0%	18.0	94.8%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,344.33	\$96.24	74.1%	\$28.13

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.1%	\$8.66	0.6%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	9,792	7,818	79.8	9,122	7,032	77.1
II. Understanding Forms	9,792	7,217	73.7	9,122	7,827	85.8
III. Gaining Information	9,792	6,657	68.0	9,122	7,998	87.7
IV. Following Directions	9,792	8,210	83.8	9,122	8,216	90.1
TOTAL TEST	9,792 (96.5)***	7,611	77.7	9,122 (91.1)***	7,982	87.5

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 8 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

BALTIMORE COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES
PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ARBUTUS JR HIGH	7-9	904	16.0	93.9	54.6	2.0	10.3	24.3	47.0	3.9	11.2	11,545
CATONSVILLE JR HIGH	7-9	1,240	16.7	94.2	72.0	2.0	9.2	26.0	43.2	4.4	12.0	12,621
COCKEYSVILLE JR HIGH	7-10	1,356	15.8	96.0	82.9	3.0	8.5	19.8	38.4	4.2	12.4	14,841
DEEP CREEK JR HIGH	7-10	1,522	18.1	92.8	80.0	4.0	8.6	16.8	29.8	5.4	10.7	9,943
DEER PARK	6-9	1,218	17.1	92.8	68.4	3.0	9.3	21.3	48.7	5.5	12.2	13,369
DUMBARTON JR HIGH	7-9	1,096	18.2	95.3	57.1	3.0	9.8	19.7	44.9	5.5	12.5	13,618
DUNDALK JR HIGH	7-9	948	15.4	94.4	59.6	2.0	9.5	18.5	30.2	6.7	10.7	10,240
FRANKLIN JR HIGH	7-9	1,280	17.3	94.5	71.2	3.0	9.8	24.3	36.4	4.8	12.2	11,794
GENERAL JOHN STRICKER JR HI	7-9	1,507	17.3	94.5	84.0	3.0	7.9	17.4	32.2	7.4	10.3	10,600
GOLDEN RING JR HIGH	7-9	1,094	16.4	95.3	63.6	3.0	10.5	19.0	39.0	3.3	10.9	11,759
HOLABIRD JR HIGH	7-9	1,242	17.3	93.5	69.0	3.0	7.7	19.5	25.0	3.0	9.8	11,028
JOHNNYCAKE JR HIGH	7-9	1,278	16.9	95.3	71.5	4.0	10.7	23.5	40.4	2.8	12.1	12,363
LANSDOWNE MIDDLE	6-8	1,070	16.7	94.2	60.0	4.0	8.1	18.3	34.4	7.1	10.0	9,769
LOCH RAVEN JR HIGH	7-9	1,129	16.5	95.9	65.4	3.0	11.3	26.1	53.2	3.4	12.2	12,142
MIDDLE RIVER JR HIGH	7-9	1,471	18.9	92.5	73.9	4.0	9.5	21.5	37.2	6.7	10.7	10,507
NORTH POINT JR HIGH	7-9	1,135	17.6	93.2	60.5	4.0	6.6	20.6	26.3	3.4	11.2	11,006
OLD COURT JR SR HIGH	7-9	1,157	17.3	89.8	65.0	2.0	10.1	17.0	43.3	2.5	12.3	13,853
PARKVILLE JR HIGH	7-9	1,106	15.1	95.5	72.1	1.0	10.6	33.0	34.2	4.4	11.3	11,486
PERRY HALL JR HIGH	7-9	1,199	18.3	96.5	62.5	3.0	11.6	16.3	35.1	2.7	11.9	12,746
PIKESVILLE JR HIGH	7-9	1,179	16.8	82.8	69.0	1.0	9.3	28.0	44.3	2.3	12.5	18,637

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING
COMPETENCY IN THE SKILL CATEGORIES AND ON THE
TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER- STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
ARBUTUS JR HIGH	7	314	93.7	78.7	69.7	62.4	80.9	73.6
CATONSVILLE JR HIGH	7	366	95.6	84.2	81.4	74.6	88.0	81.7
COCKEYSVILLE JR HIGH	7	344	100.0	88.4	77.9	77.0	88.4	83.7
DEEP CREEK JR HIGH	7	378	98.7	66.9	59.8	51.1	73.0	63.0
DEER PARK	7	326	93.7	77.9	72.7	63.5	79.1	75.8
DUMBARTON JR HIGH	7	328	99.7	92.1	87.5	78.7	94.2	90.5
DUNDALK JR HIGH	7	319	97.5	75.2	65.8	63.6	78.1	71.8
FRANKLIN JR HIGH	7	378	91.3	75.1	70.1	68.0	80.2	75.1
GENERAL JOHN STRICKER JR HI	7	561	99.1	66.7	63.8	54.4	75.6	66.5
GOLDEN RING JR HIGH	7	386	95.0	79.5	74.1	69.2	82.1	77.2
HOLABIRD JR HIGH	7	357	98.0	76.5	70.6	58.8	82.9	74.2
JOHNNYCAKE JR HIGH	7	403	95.0	82.4	77.9	70.0	85.6	81.4
LANSDOWNE MIDDLE	7	336	91.8	64.6	55.7	50.3	72.6	62.2
LOCH RAVEN JR HIGH	7	321	97.6	91.0	85.0	77.9	92.8	91.0
MIDDLE RIVER JR HIGH	7	417	91.8	65.7	56.6	55.4	70.0	60.9
NORTH POINT JR HIGH	7	364	93.5	76.1	72.5	63.2	82.7	73.9
OLD COURT JR SR HIGH	7	365	97.0	86.6	81.4	77.5	87.4	83.8
PARKVILLE JR HIGH	7	389	100.0	84.6	78.1	70.7	87.9	84.1
PERRY HALL JR HIGH	7	412	100.0	83.0	76.0	73.5	86.4	79.6
PIKESVILLE JR HIGH	7	324	90.0	88.9	87.0	83.3	92.6	89.5

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
PINE GROVE JR HIGH	7-9	1,221	21.1	96.4	56.0	2.0	7.2	16.7	31.0	3.9	NA	NA
RIDGELY JR HIGH	7-9	1,347	16.8	96.8	76.0	4.0	10.7	22.0	48.7	2.0	12.6	16,788
STEMMERS RUN JR HIGH	7-9	1,552	18.3	93.5	82.8	2.0	8.9	20.9	31.8	5.5	10.7	10,106
SUDBROOK JR HIGH	6-9	1,113	15.8	89.8	67.5	3.0	10.1	27.3	33.3	1.4	12.3	13,968
TOWSONTOWN JR HIGH	7-9	1,094	17.3	96.2	60.3	3.0	12.7	22.0	48.2	2.7	12.7	17,043
WOODLAWN JR HIGH	7-9	1,154	16.1	93.3	69.5	2.0	8.7	17.0	32.2	3.1	12.3	12,726
HEREFORD JR SR HIGH	7-12	1,583	17.6	94.1	86.0	4.0	11.6	19.5	52.2	8.5	11.6	11,133
CATONSVILLE SR HIGH	10-12	1,568	17.3	93.5	86.5	4.0	13.4	19.0	58.0	4.3	12.0	12,172
DULANEY SR HIGH	10-12	1,841	18.9	95.0	93.2	4.0	12.7	19.9	59.3	3.1	12.5	16,146
DUNDALK SR HIGH	10-12	1,950	18.5	91.2	101.6	4.0	12.3	26.9	41.7	4.7	10.3	10,670
EASTERN VOC TECH	10-12	800	13.5	NA	57.0	2.0	11.5	20.0	40.7	NA	NA	NA
FRANKLIN SR HIGH	10-12	1,286	17.1	92.6	72.1	3.0	14.9	18.9	55.9	5.5	12.1	11,745
KENWOOD SR HIGH	10-12	2,304	19.4	89.0	114.9	4.0	11.8	26.3	48.7	5.9	10.7	10,180
LANSDOWNE SR HIGH	9-12	2,064	17.8	91.4	112.4	3.8	11.0	22.0	42.3	6.6	10.6	10,584
LOCH RAVEN SR HIGH	10-12	1,479	19.1	95.8	73.5	4.0	10.9	19.1	61.3	3.1	12.3	13,597
MILFORD MILL SR HIGH	10-12	1,382	17.1	85.6	75.6	5.0	11.8	20.2	52.1	2.0	12.3	13,733
OVERLEA SR HIGH	10-12	1,903	18.1	91.5	99.9	5.0	11.1	24.2	54.4	4.9	10.8	11,174
PARKVILLE SR HIGH	10-12	1,785	17.5	94.0	98.0	4.0	12.5	24.5	57.8	5.2	12.0	11,477
PATAPSCO SR HIGH	10-12	2,111	18.2	91.0	111.8	4.0	9.5	21.1	45.8	5.4	11.0	10,848

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCE OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
PINE GROVE JR HIGH	7	343	100.0	83.9	77.1	71.3	85.3	80.4
RIDGELY JR HIGH	7	414	96.9	91.8	86.7	84.5	95.7	91.8
STEMMERS RUN JR HIGH	7	385	89.5	75.3	61.0	60.0	82.6	70.4
SUDBROOK JR HIGH	7	325	100.0	79.1	75.7	66.2	84.0	77.2
TOWSONTOWN JR HIGH	7	313	99.0	93.9	88.5	83.4	94.9	92.3
WOODLAWN JR HIGH	7	357	96.5	76.8	89.2	65.3	80.1	75.9
HEREFORD JR SR HIGH	7	269	98.9	83.3	79.6	73.2	89.2	82.9
	11	245	92.5	70.6	84.1	81.2	84.5	82.9
CATONSVILLE SR HIGH	11	470	93.6	73.2	84.9	86.4	91.1	87.0
DULANEY SR HIGH	11	602	85.6	84.4	89.4	94.2	94.2	93.2
DUNDALK SR HIGH	11	484	87.3	72.7	82.2	84.3	88.0	83.5
EASTERN VOC TECH	11	290	97.9	70.0	83.8	86.9	88.6	84.5
FRANKLIN SR HIGH	11	396	98.5	79.8	88.6	88.9	91.9	89.1
KENWOOD SR HIGH	11	697	89.9	70.3	83.2	84.1	86.5	85.2
LANDSDOWNE SR HIGH	11	471	93.6	72.4	83.0	83.4	87.0	84.5
LOCH RAVEN SR HIGH	11	474	99.2	83.1	88.8	90.9	92.4	91.1
MILFORD MILL SR HIGH	11	419	96.8	76.6	85.2	88.5	89.0	86.6
OVERLEA SR HIGH	11	523	83.3	71.3	84.7	84.3	88.7	84.1
PARKVILLE SR HIGH	11	555	97.9	79.3	87.7	88.1	88.6	87.0
PATAPSCO SR HIGH	11	619	89.6	76.6	83.8	85.8	88.9	86.1

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
PERRY HALL SR HIGH	10-12	1,964	18.7	92.8	101.1	4.0	11.5	22.6	46.1	4.3	11.6	12,409
PIKESVILLE SR HIGH	10-12	1,552	17.9	79.1	84.5	2.0	11.3	24.7	37.8	2.1	12.4	16,739
RANDALLSTOWN HI	10-12	1,634	17.7	89.1	89.1	3.0	11.3	21.8	58.6	4.8	12.2	13,735
SPARROWS POINT SR HIGH	9-12	1,379	16.6	91.2	79.9	3.0	8.6	18.4	37.4	9.1	10.0	10,487
TOWSON SR HIGH	10-12	1,809	18.3	92.1	95.9	3.0	13.5	23.3	60.6	4.0	12.6	15,073
WOODLAWN SR HIGH	10-12	1,984	19.7	91.8	95.6	5.0	13.7	22.1	58.6	2.8	12.2	12,666

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

BALTIMORE COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING
COMPETENCY IN THE SKILL CATEGORIES AND ON THE
TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
PERRY HALL SR HIGH	11	514	79.8	77.4	83.9	87.0	88.3	85.4
PIKESVILLE SR HIGH	11	451	90.3	88.2	91.4	93.8	94.7	93.8
RANDALLSTOWN HI	11	454	83.4	85.7	90.1	90.5	94.5	92.1
SPARROWS POINT SR HIGH	11	291	98.6	66.7	78.7	84.5	87.6	82.1
TOWSON SR HIGH	11	550	93.7	83.5	90.9	91.6	94.2	93.3
WOODLAWN SR HIGH	11	617	95.0	75.4	83.1	87.7	89.8	86.2

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
25,100	\$11,419	24.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.1	10.9

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,923	\$12,274	\$21,378	7.8	19.6

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.8%	18.2	94.6%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,169.24	\$805.95	69.0%	\$36.12

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.1%	\$13.28	1.1%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	550	267	48.5	448	225	50.2
II. Understanding Forms	550	238	43.3	448	253	56.5
III. Gaining Information	550	190	34.5	448	268	59.8
IV. Following Directions	550	278	50.5	448	298	66.5
TOTAL TEST	550	240	43.6	448	265	59.2
	(99.1)***			(95.9)***		

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

CALVERT COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
CALVERT CO MIDDLE SCHOOL	6-8	758	21.1	92.9	34.0	2.0	10.3	21.9	25.0	28.1	10.9	8,669
NORTHERN	6-12	1,876	21.6	90.8	83.0	4.0	4.8	17.1	23.0	20.2	10.8	8,836
CALVERT SENIOR HIGH	9-12	955	23.3	89.0	38.0	3.0	13.5	22.8	46.3	29.7	10.9	8,669

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CALVERT COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
CALVERT CO MIDDLE SCHOOL	7	254	96.9	46.1	37.6	30.7	45.3	38.6
NORTHERN	7	296	100.0	50.7	48.6	37.8	55.1	48.0
	11	229	96.6	54.1	58.9	62.4	67.2	62.0
CALVERT SENIOR HIGH	11	219	95.2	46.1	53.9	57.1	65.8	56.2

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
21,100	\$8,299	21.6

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.8	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,251	\$10,734	\$16,559	9.9	15.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
14.9%	18.1	94.6%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,049.65	\$734.48	70.0%	\$23.02

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.2%	\$9.54	0.9%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	430	284	66.0	356	107	30.1
II. Understanding Forms	430	257	59.8	356	176	49.4
III. Gaining Information	430	214	49.8	356	218	61.2
IV. Following Directions	430	308	71.6	356	211	59.3
TOTAL TEST	430 (95.8)***	278	64.7	356 (88.1)***	171	48.0

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

CAROLINE COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
RIVERVIEW JR HIGH	7-8	555	17.1	94.0	30.5	2.0	8.8	10.3	12.3	17.5	10.4	7,616
COLONEL RICHARDSON JR HIGH	7-8	399	17.5	94.6	20.8	2.0	10.5	22.5	13.1	25.6	10.4	7,217
NORTH CAROLINE SR HIGH	9-12	953	16.7	91.5	53.9	3.0	10.8	13.0	14.1	17.9	10.4	7,616
COLONEL RICHARDSON SR HIGH	9-12	674	19.4	91.0	32.8	2.0	9.3	20.5	16.1	26.7	10.4	7,244

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CAROLINE COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
RIVERVIEW JR HIGH	7	257	95.9	67.3	63.3	53.8	73.9	66.9
COLONEL RICHARDSON JR HIGH	7	173	95.6	64.2	57.8	46.8	68.2	61.3
NORTH CAROLINE SR HIGH	11	198	82.5	3.5	33.3	49.5	40.4	27.3
COLONEL RICHARDSON SR HIGH	11	158	96.3	63.3	69.6	75.9	82.9	74.1

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CARROLL COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
79,100	\$12,845	7.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	10.7

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
19,275	\$11,279	\$20,144	8.6	20.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
15.0%	19.9	95.1%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,115.67	\$808.04	72.4%	\$31.25

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.8%	\$21.26	1.9%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CARROLL COUNTY

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,575	1,196	75.9	1,299	946	72.8
II. Understanding Forms	1,575	1,142	72.5	1,299	1,041	80.1
III. Gaining Information	1,575	1,033	65.6	1,299	1,065	82.0
IV. Following Directions	1,575	1,297	82.3	1,299	1,127	86.8
TOTAL TEST	1,575 (99.1)***	1,188	75.4	1,299 (94.7)***	1,081	83.2

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

CARROLL COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
MOUNT AIRY MIDDLE	6-8	572	18.5	96.1	29.0	2.0	7.5	16.3	19.3	7.7	11.0	10,738
NEW WINDSOR	5-8	539	20.0	95.9	26.0	1.0	10.2	17.0	18.5	9.6	10.1	9,153
SYKESVILLE	6-8	835	20.4	95.5	39.0	2.0	6.5	11.5	9.7	3.3	10.7	11,296
TANEYTOWN MIDDLE	5-8	489	18.8	95.8	25.0	1.0	7.8	17.5	11.5	8.9	9.7	9,170
WESTMINSTER EAST MIDDLE	5-8	945	18.9	96.3	48.0	2.0	9.5	12.5	16.0	5.1	11.0	10,373
WESTMINSTER WEST MIDDLE	5-8	1,042	18.9	95.9	53.0	2.0	12.7	17.5	20.0	7.0	10.8	10,096
NORTH CARROLL SR JR HIGH	7-12	1,387	19.8	93.7	67.0	3.0	9.0	18.4	27.1	9.3	10.4	10,150
FRANCIS SCOTT KEY SR HIGH	9-12	980	19.8	91.9	46.5	3.0	9.1	16.3	18.2	10.3	9.9	9,164
SOUTH CARROLL SR HIGH	9-12	1,660	20.0	92.7	79.0	4.0	7.1	17.5	21.7	5.8	10.8	11,075
WESTMINSTER HIGH	9-12	2,149	25.9	93.1	78.0	5.0	9.5	19.6	33.7	6.6	10.9	10,222

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CARROLL COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.†

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL* CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
MOUNT AIRY MIDDLE	7	186	96.8	77.4	73.1	67.7	82.8	75.3
NEW WINDSOR	7	153	100.0	77.1	69.3	54.9	81.7	72.5
SYKESVILLE	7	302	98.1	78.5	77.5	70.2	86.1	80.5
TANEYTOWN MIDDLE	7	130	100.0	75.4	73.8	69.2	84.6	79.2
WESTMINSTER EAST MIDDLE	7	267	98.6	68.5	63.3	57.3	76.0	68.2
WESTMINSTER WEST MIDDLE	7	286	98.6	82.5	80.8	73.4	87.8	82.9
NORTH CARROLL SR JR HIGH	7	251	98.8	71.7	67.7	62.9	77.3	68.5
	11	214	95.1	65.0	74.3	74.8	78.5	75.7
FRANCIS SCOTT KEY SR HIGH	11	231	95.4	61.0	72.3	75.8	84.0	75.8
SOUTH CARROLL SR HIGH	11	371	97.6	77.4	81.4	82.5	86.8	86.3
WESTMINSTER HIGH	11	483	92.0	78.5	85.5	87.8	91.7	87.8

† SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CECIL COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
55,200	\$11,671	11.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.6	11.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
13,401	\$11,778	\$20,365	8.4	14.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
19.6%	20.8	94.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,076.74	\$764.15	71.0%	\$32.48

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	\$7.53	0.7%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CECIL COUNTY

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,131	828	73.2	819	538	65.7
II. Understanding Forms	1,131	765	67.6	819	622	75.9
III. Gaining Information	1,131	658	58.2	819	630	76.9
IV. Following Directions	1,131	879	77.7	819	672	82.1
TOTAL TEST	1,131	799	70.6	819	642	78.4
	(96.7)***			(91.2)***		

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

CECIL COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
CHERRY HILL MIDDLE	6-8	548	20.3	95.0	25.0	2.0	7.7	14.3	33.3	6.6	11.2	10,000
ELKTON MIDDLE	6-8	600	21.4	92.6	26.0	2.0	9.4	10.0	28.6	9.6	11.0	9,425
NORTH EAST MIDDLE	6-8	723	21.9	92.0	31.0	2.0	6.6	16.3	33.3	12.1	11.0	9,084
BOHEMIA MANOR JR SR HIGH	7-12	805	22.4	90.3	34.0	2.0	4.7	10.0	11.1	19.0	11.1	8,283
PERRYVILLE JR SR HIGH	7-12	816	22.1	91.3	35.0	2.0	8.9	15.0	27.0	14.1	12.0	8,329
RISING SUN JR SR HIGH	7-12	1,155	23.6	92.9	47.0	2.0	11.8	20.0	20.4	9.0	11.7	9,516
ELKTON SR HIGH	9-12	1,281	21.7	89.7	56.0	3.0	8.7	10.0	27.1	9.7	11.1	9,643
NORTH EAST SR HIGH	9-12	774	21.5	90.9	34.0	2.0	9.3	13.5	30.5	13.2	11.0	9,020

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CECIL COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
CHERRY HILL MIDDLE	7	182	99.4	76.4	75.3	64.8	81.3	76.4
ELKTOM MIDDLE	7	199	93.4	63.3	61.8	48.7	69.8	64.8
NORTH EAST MIDDLE	7	245	97.2	71.4	67.8	55.9	76.3	68.6
BOHEMIA MANOR JR SR HIGH	7	143	94.7	74.1	66.4	61.5	86.0	74.8
	11	100	90.0	59.0	76.0	80.0	82.0	80.0
PERRYVILLE JR SR HIGH	7	146	98.6	76.7	63.7	63.0	78.1	69.9
	11	105	98.1	63.8	78.1	81.0	85.7	81.0
RISING SUN JR SR HIGH	7	216	96.8	76.9	69.9	58.3	77.8	71.3
	11	144	96.6	68.1	77.8	81.9	85.4	83.3
ELKTOM SR HIGH	11	277	83.9	70.8	80.9	79.1	85.2	81.9
NORTH EAST SR HIGH	11	193	96.0	61.1	66.3	66.3	73.1	67.4

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CHARLES COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
58,200	\$14,552	14.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.0	12.0

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
17,022	\$12,546	\$21,391	8.9	18.6

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
25.1%	19.5	93.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,184.91	\$806.88	68.1%	\$31.16

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.6%	\$11.65	1.0%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CHARLES COUNTY

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,348	842	62.5	889	510	57.4
II. Understanding Forms	1,348	775	57.5	889	595	66.9
III. Gaining Information	1,348	665	49.3	889	616	69.3
IV. Following Directions	1,348	893	66.2	889	671	75.5
TOTAL TEST	1,348	804	59.6	889	610	68.6
	(93.0)***			(84.3)***		

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

***PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

CHARLES COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
BEL ALTON MIDDLE	6-8	485	17.3	94.1	26.0	2.0	5.4	17.0	32.1	26.5	10.5	8,301
GENERAL SMALLWOOD	6-8	706	19.1	92.4	35.0	2.0	8.0	11.0	24.3	11.0	11.4	9,543
JOHN HANSON MIDDLE	6-8	1,428	21.0	94.3	65.0	3.0	5.5	18.2	22.1	15.2	12.1	11,083
MATTHEW HENSON	6-8	700	21.2	94.6	31.0	2.0	9.3	18.8	15.1	10.1	11.9	10,365
MILTON M SOMERS MIDDLE	6-8	927	21.1	94.9	42.0	2.0	9.5	24.7	20.5	10.5	12.2	11,477
LACKEY SENIOR	9-12	1,587	19.6	88.6	77.0	4.0	8.5	12.5	30.9	13.0	11.6	9,870
LA PLATA SR HIGH	9-12	1,175	22.2	89.1	50.0	3.0	8.5	21.7	28.3	21.2	11.8	9,768
THOMAS STONE	9-12	1,718	23.5	88.7	70.0	3.0	7.4	15.0	21.9	19.8	12.1	11,164

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

CHARLES COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
BEL ALTON MIDDLE	7	143	96.6	50.3	45.5	33.6	51.0	44.8
GENERAL SMALLWOOD	7	217	90.4	56.7	52.5	42.9	62.2	55.8
JOHN HANSON MIDDLE	7	472	92.5	61.4	53.0	50.0	64.4	58.3
MATTHEW HENSON	7	210	90.5	61.4	62.4	51.9	67.6	59.0
MILTON M SOMERS MIDDLE	7	306	95.9	74.5	70.3	58.5	78.1	71.9
LACKEY SENIOR	11	309	84.1	61.2	72.2	76.7	81.6	74.1
LA PLATA SR HIGH	11	194	81.1	48.5	59.3	60.3	69.1	62.4
THOMAS STONE	11	386	85.9	58.8	66.6	67.9	73.8	67.4

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

DORCHESTER COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
29,400	\$8,208	21.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,129	\$12,233	\$17,450	11.5	16.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
15.6%	17.1	94.5%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURE	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,272.88	\$918.52	72.2%	\$40.29

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.2%	\$7.76	0.6%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

DORCHESTER COUNTY

TABLE 6 • SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	488	280	57.4	439	268	61.0
II. Understanding Forms	488	289	59.2	439	295	67.2
III. Gaining Information	488	227	46.5	439	312	71.1
IV. Following Directions	488	306	62.7	439	326	74.3
TOTAL TEST	488 (92.1)***	280	57.4	439 (92.0)***	305	69.5

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

DORCHESTER COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$ '12)
RACES LANE JR HIGH	7-8	607	17.9	93.7	33.0	3.0	12.5	14.0	11.8	20.9	10.4	7,965
NORTH DORCHESTER SR JR HIGH	9-12	1,014	18.3	89.3	55.0	3.0	8.4	23.3	12.1	22.1	9.8	8,120
SOUTH DORCHESTER SR JR HIGH	7-12	171	11.0	92.2	13.5	2.0	11.1	27.5	19.3	20.1	8.9	5,695
CAMBRIDGE SR HIGH	10-12	822	20.3	92.5	37.5	3.0	12.8	18.0	24.7	21.2	10.4	7,964

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

DORCHESTER COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
MACES LANE JR HIGH	7	277	90.2	56.0	57.0	47.3	62.8	55.6
NORTH DORCHESTER JR SR HIGH	7	182	100.0	57.7	61.5	44.5	61.0	58.2
	11	154	92.7	52.6	63.0	66.2	71.4	63.0
SOUTH DORCHESTER JR SR HIGH	7	29	90.6	69.0	65.5	51.7	72.4	69.0
	11	28	100.0	67.9	78.6	78.6	92.9	85.7
CAMBRIDGE SR HIGH	11	257	90.8	65.4	68.5	73.2	73.9	71.6

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

FREDERICK COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
93,500	\$11,680	9.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
22,447	\$12,437	\$21,569	10.2	17.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
26.0%	20.0	94.3%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,135.22	\$820.11	72.2%	\$30.77

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.7%	\$6.91	0.6%

*SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

FREDERICK COUNTY

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,624	1,122	69.1	1,368	923	67.5
II. Understanding Forms	1,624	1,041	64.1	1,368	1,043	76.2
III. Gaining Information	1,624	955	58.8	1,368	1,040	76.0
IV. Following Directions	1,624	1,169	72.0	1,368	1,103	80.6
TOTAL TEST	1,624 (90.1)***	1,093	67.3	1,368 (84.6)***	1,042	76.2

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

***PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

FREDERICK COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
EMMITSBURG	K-8	425	19.8	95.7	19.5	2.0	6.9	7.5	12.5	9.7	10.7	8,535
THURMONT MIDDLE	5-8	699	20.9	95.8	32.4	1.0	10.0	10.0	39.5	9.4	10.3	9,081
WEST FREDERICK JR HIGH	7-9	1,153	15.8	91.1	69.5	3.5	7.3	13.1	22.7	14.0	11.4	9,678
BRUNSWICK JR SR HIGH	6-12	1,074	18.6	92.3	55.6	2.0	10.0	10.0	23.4	7.0	10.6	8,552
GOV THOMAS JOHNSON JR SR HI	7-12	2,541	19.5	93.0	126.0	4.0	9.1	15.3	34.2	8.4	11.8	10,015
LINGANORE JR SR HIGH	7-12	1,289	19.7	91.5	62.5	3.0	8.0	20.1	30.5	9.9	11.0	9,008
MIDDLETOWN	7-12	1,164	20.6	94.3	54.5	2.0	11.0	12.3	39.8	4.1	11.5	10,118
WALKERSVILLE	6-12	908	21.7	93.7	40.3	1.5	9.9	6.7	34.0	10.2	10.7	9,983
CATOCTIN	9-12	961	19.9	92.4	46.1	2.0	10.4	19.3	38.8	8.7	10.4	8,914
FREDERICK SR HIGH	10-12	988	19.9	89.5	47.0	2.5	9.7	19.8	27.1	15.0	11.4	9,678

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

FREDERICK COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
EMMITSBURG	7	57	93.4	64.9	70.2	57.9	73.7	64.9
THURMONT MIDDLE	7	171	100.0	69.6	63.7	59.1	69.0	66.7
WEST FREDERICK JR HIGH	7	211	83.4	68.2	60.7	60.7	71.6	65.9
BRUNSWICK	7	170	98.2	65.9	62.4	57.6	68.2	66.5
	11	125	100.0	66.4	72.8	74.4	80.0	75.2
GOV THOMAS JOHNSON JR SR HI	7	420	95.6	68.6	62.1	57.9	69.8	66.2
	11	300	78.3	63.0	74.7	72.3	79.3	73.0
LINGANORE JR SR HIGH	7	251	97.2	66.1	60.6	55.8	70.9	62.5
	11	162	90.0	69.1	74.1	75.9	77.2	72.2
MIDDLETOWN JR SR HIGH	7	189	97.9	72.0	68.3	59.3	75.7	70.4
	11	190	95.4	75.3	85.3	87.4	89.5	85.9
WALKERSVILLE	7	155	100.0	77.4	74.8	64.5	82.6	78.7
	11	146	100.0	72.6	78.1	75.3	82.2	78.8
CATOCTIN	11	199	79.9	67.8	73.4	72.4	80.9	75.9
FREDERICK SR HIGH	11	246	72.1	63.0	75.6	70.0	76.8	74.4

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

GARRETT COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
23,400	\$7,324	27.4

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.2	10.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
5,780	\$10,415	\$15,918	11.3	20.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.0%	18.6	95.1%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,019.04	\$695.72	68.3%	\$26.19

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.6%	\$3.77	0.4%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

GARRETT COUNTY

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	449	297	66.1	349	226	64.8
II. Understanding Forms	449	271	60.4	349	275	78.8
III. Gaining Information	449	234	52.1	349	270	77.4
IV. Following Directions	449	307	68.4	349	291	83.4
TOTAL TEST	449	275	61.2	349	275	78.8
	(98.2)***			(96.4)***		

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

GARRETT COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
										PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)				
BLOOMINGTON	K-8	167	23.9	95.1	6.0	1.0	18.3	6.0	28.6	7.0	10.5	7,499
ROUTE 40	K-8	196	19.6	96.1	9.0	1.0	5.8	17.0	40.0	18.2	8.8	6,406
SWAN MEADOW	1-7	62	20.7	97.4	2.0	1.0	10.0	14.0	66.7	26.2	10.4	6,024
YODER	1-7	89	22.3	97.8	3.0	1.0	23.9	26.5	25.0	27.1	10.4	6,006
NORTHERN GARRETT CO JR SR HI	7-12	898	17.6	94.2	48.9	2.0	11.9	19.0	25.5	24.9	10.4	5,869
SOUTHERN GARRETT CO JR SR HI	7-12	1,583	19.3	92.5	79.0	3.0	12.4	22.7	29.3	30.0	10.2	5,967

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

GARRETT COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
BLOOMINGTON	7	19	100.0	68.4	57.9	42.1	68.4	52.6
ROUTE 40	7	16	100.0	50.0	56.3	37.5	50.0	50.0
SWAN MEADOW	7	8	100.0	100.0	87.5	100.0	100.0	100.0
YODER	7	12	100.0	83.3	66.7	75.0	91.7	75.0
NORTHERN GARRETT CO JR SR HI	7	145	91.2	71.7	60.0	50.3	75.2	64.8
	11	129	89.0	73.6	87.6	85.3	89.1	86.0
SOUTHERN GARRETT CO JR SR HI	7	249	98.8	61.8	59.8	52.2	63.5	58.6
	11	220	95.2	59.5	73.6	72.7	80.0	74.5

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
132,600	\$12,642	8.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1971)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
33,847	\$12,580	\$20,342	9.2	16.3

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
34.1%	18.7	94.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,124.25	\$844.89	75.2%	\$26.97

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.4%	\$8.79	0.8%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HARFORD COUNTY

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.†

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	2,834	2,224	78.5	2,223	1,681	75.6
II. Understanding Forms	2,834	2,011	71.0	2,223	1,855	83.4
III. Gaining Information	2,834	1,908	67.3	2,223	1,925	86.6
IV. Following Directions	2,834	2,299	81.1	2,223	1,995	89.7
TOTAL TEST	2,834 (96.8)***	2,140	75.5	2,223 (95.2)***	1,992	86.5

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

HARFORD COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
ABERDEEN MIDDLE	6-8	1,533	18.4	95.2	80.2	3.0	7.2	16.0	31.5	10.6	12.1	9,407
BEL AIR MIDDLE	7-8	2,074	18.2	96.0	111.0	3.0	8.1	16.3	34.2	6.5	12.1	12,386
EDGEWOOD MIDDLE	6-8	1,143	17.3	93.5	64.0	2.0	7.8	22.0	33.3	7.4	11.8	10,351
HAVRE DE GRACE MIDDLE	6-8	867	18.1	93.2	46.0	2.0	8.9	12.0	27.1	11.0	11.2	9,624
JOPPATOMNE JR SR HIGH	7-12	1,510	18.6	93.4	78.0	3.0	5.3	16.3	29.6	5.0	12.3	12,419
NORTH HARFORD SR JR HIGH	7-12	1,833	19.5	94.2	91.0	3.0	9.4	17.5	35.1	10.1	11.1	9,687
ABERDEEN SR HIGH	9-12	1,719	17.4	91.8	95.0	4.0	9.0	18.4	45.5	11.3	12.1	9,410
BEL AIR SR HIGH	9-12	3,207	18.2	95.5	171.0	5.0	9.1	17.2	40.9	7.5	12.1	12,386
EDGEWOOD SR HIGH	9-12	1,293	17.0	91.5	73.0	3.0	10.0	18.0	40.8	7.7	12.0	10,688
HAVRE DE GRACE SR HIGH	9-12	879	16.9	90.7	50.0	2.0	8.1	20.1	28.8	11.9	11.2	9,624

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

HARFORD COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
ABERDEEN MIDDLE	7	504	94.2	72.4	65.3	58.9	79.8	69.2
BEL AIR MIDDLE	7	999	98.2	85.5	79.2	76.4	86.8	83.4
EDGEWOOD MIDDLE	7	440	95.8	73.4	71.1	63.4	78.6	72.0
HAVRE DE GRACE MIDDLE	7	261	94.9	66.3	57.1	58.6	69.0	61.3
JOPPATOWNE JR SR HIGH	7	295	97.7	85.4	75.3	75.9	85.4	83.1
	11	243	97.6	81.1	85.6	69.7	90.1	90.1
NORTH HARFORD JR SR HIGH	7	335	98.8	76.7	61.8	51.3	74.9	69.3
	11	280	96.8	68.2	78.2	81.1	85.7	77.9
ABERDEEN SR HIGH	11	405	95.9	73.3	79.8	84.9	86.4	84.2
BEL AIR SR HIGH	11	802	95.4	81.0	68.3	88.8	93.1	90.1
EDGEWOOD SR HIGH	11	268	91.1	63.8	78.7	85.1	89.2	83.2
HAVRE DE GRACE SR HIGH	11	225	92.9	77.8	82.7	87.1	88.9	88.0

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
89,500	\$15,702	5.0

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.4	12.3

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
24,035	\$13,154	\$21,696	8.0	18.4

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
36.5%	18.4	94.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,294.05	\$928.89	71.8%	\$29.06

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.3%	\$7.89	0.6%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,977	1,661	84.0	1,446	1,177	81.4
II. Understanding Forms	1,977	1,563	79.1	1,446	1,270	87.8
III. Gaining Information	1,977	1,450	73.3	1,446	1,289	89.1
IV. Following Directions	1,977	1,720	87.0	1,446	1,317	91.1
TOTAL TEST	1,977 (98.9)***	1,633	82.6	1,446 (89.6)***	1,292	89.3

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

HOWARD COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES
PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
										PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)				
CLARKSVILLE MIDDLE	6-8	432	18.0	95.8	22.0	2.0	9.7	21.0	41.7	0.8	12.3	15,387
DUNLOGGIN MIDDLE	6-8	556	19.2	96.9	27.0	2.0	5.6	19.7	41.4	3.4	12.3	14,689
ELLCOTT CITY MIDDLE	6-8	547	18.2	94.7	28.0	2.0	6.8	23.5	26.7	6.3	12.2	12,705
GLENWOOD MIDDLE	6-8	728	19.7	94.6	35.0	2.0	8.8	13.0	21.6	7.3	12.0	12,348
HAMMOND MIDDLE	6-8	545	17.0	95.2	30.0	2.0	4.8	16.0	21.9	5.6	12.3	12,767
HARPERS CHOICE MIDDLE	6-8	419	16.8	95.1	23.0	2.0	6.7	23.5	40.0	0.8	14.3	15,258
OAKLAND MILLS MIDDLE	6-8	644	19.5	96.0	31.0	2.0	6.5	22.6	33.3	1.4	12.5	14,726
PATAPSCO MIDDLE	6-8	639	17.2	95.4	34.0	2.0	7.4	14.0	30.5	7.8	12.2	14,855
WATERLOO MIDDLE	6-8	648	19.1	94.2	32.0	2.0	7.7	18.5	35.3	5.2	11.7	11,359
WILDE LAKE	6-8	534	17.1	93.4	28.0	2.0	5.9	23.5	30.0	1.1	14.6	15,220
ATHOLTON HIGH	9-12	1,088	20.5	91.8	51.0	2.0	9.2	15.3	39.6	6.0	12.2	12,813
GLENELG HIGH	9-12	985	20.7	93.9	44.5	3.0	11.3	16.8	47.4	7.0	12.1	12,563
HOWARD HIGH	9-12	1,306	20.7	89.3	59.0	4.0	12.3	16.3	52.4	5.9	12.0	11,881
MT HEBRON	9-12	1,324	21.2	92.6	59.5	3.0	8.2	13.8	46.4	7.2	12.3	14,810
OAKLAND MILLS HIGH	9-12	837	20.9	92.4	37.0	3.0	7.9	18.5	52.5	0.9	12.6	15,195
WILDE LAKE	9-12	1,098	18.1	91.1	57.5	3.0	7.2	15.8	39.7	2.2	13.3	15,079

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING
COMPETENCY IN THE SKILL CATEGORIES AND ON THE
TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
CLARKSVILLE MIDDLE	7	141	97.2	90.8	84.4	83.0	97.2	91.5
DUNLOGGIN MIDDLE	7	211	98.5	90.5	86.3	82.0	88.6	89.1
ELLCOTT CITY MIDDLE	7	203	100.0	80.1	73.1	70.1	84.1	77.6
GLENWOOD MIDDLE	7	253	99.6	79.8	76.7	68.0	85.8	79.1
HAMMOND MIDDLE	7	180	98.9	83.9	78.9	71.7	86.7	82.2
HARPERS CHOICE MIDDLE	7	165	99.3	86.7	82.4	80.0	88.5	86.1
OAKLAND MILLS MIDDLE	7	227	99.6	89.0	84.6	79.7	90.7	88.5
PATAPSCO MIDDLE	7	188	99.5	86.2	81.9	75.0	88.3	84.6
WATERLOO MIDDLE	7	206	98.5	70.4	61.2	51.0	73.8	65.5
WILDE LAKE	7	205	97.1	85.9	83.4	77.6	89.8	85.4
ATHOLTON HIGH	11	235	85.7	74.0	83.8	81.3	84.7	80.4
GLENELG HIGH	11	192	92.7	83.9	90.1	89.6	92.7	91.1
HOWARD HIGH	11	265	96.7	77.7	83.4	88.7	90.9	87.9
MT HEBRON	11	307	97.4	86.3	91.5	94.5	93.5	93.5
OAKLAND MILLS HIGH	11	212	91.7	86.3	90.1	89.6	92.9	92.0
WILDE LAKE	11	235	75.0	80.0	88.1	89.8	91.5	90.6

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

KENT COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
16,700	\$8,668	18.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.0	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
3,600	\$11,128	\$17,893	8.6	17.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
22.1%	17.4	96.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,225.74	\$832.19	67.9%	\$27.63

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.3%	\$12.28	1.0%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

KENT COUNTY

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	309	219	70.9	227	145	63.9
II. Understanding Forms	309	197	63.8	227	179	78.9
III. Gaining Information	309	185	59.9	227	188	82.8
IV. Following Directions	309	222	71.8	227	192	84.6
TOTAL TEST	309	215	69.6	227	186	81.9
	(94.8)***			(86.0)***		

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

KENT COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
CHESTERTOWN MIDDLE	5-8	742	18.5	96.0	38.0	2.0	6.7	11.5	25.0	14.7	11.4	8,306
GALENA	K-8	354	16.9	93.0	19.0	2.0	9.9	22.5	14.3	24.5	11.1	7,272
ROCK HALL MIDDLE	5-8	229	15.3	96.0	13.0	2.0	8.7	24.5	20.0	20.3	10.2	6,331
KENT COUNTY HIGH	9-12	1,195	19.2	90.0	58.3	4.0	8.7	11.7	22.5	18.9	11.0	7,636

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

KENT COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
CHESTERTOWN MIDDLE	7	187	95.4	74.3	65.2	62.0	72.2	71.7
GALENA	7	60	95.2	68.3	55.0	61.7	73.3	66.7
ROCK HALL MIDDLE	7	62	92.5	62.9	67.7	51.6	69.4	66.1
KENT COUNTY HIGH	7	227	85.9	63.9	78.9	82.8	84.6	81.9

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
558,000	\$18,996	3.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
15.0	12.8

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
122,272	\$15,777	\$28,172	11.7	21.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
44.0%	17.8	94.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,647.56	\$1,183.77	71.9%	\$53.96

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.3%	\$22.55	1.4%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	9,209	7,575	82.3	9,006	7,549	83.8
II. Understanding Forms	9,209	6,933	75.3	9,006	8,045	89.3
III. Gaining Information	9,209	6,710	72.9	9,006	8,038	89.3
IV. Following Directions	9,209	7,794	84.6	9,006	8,199	91.0
TOTAL TEST	9,209 (95.6)***	7,403	80.4	9,006 (90.0)***	8,085	89.8

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

MONTGOMERY COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ARGYLE	7-9	813	15.6	94.6	50.0	2.0	7.2	12.3	40.4	3.8	12.8	14,784
BENJAMIN BANNEKER JR HIGH	7-8	641	16.9	95.9	36.0	2.0	8.7	18.0	47.4	4.0	NA	NA
CABIN JOHN JR HIGH	7-9	1,057	17.8	96.5	56.5	3.0	7.7	16.5	31.1	3.4	14.5	24,755
COL E BROOKE LEE JR	7-9	894	16.5	95.1	51.0	3.0	8.7	18.2	42.6	2.8	12.8	17,250
COL JOSEPH BELT JR HIGH	7-9	1,042	16.5	93.8	60.0	3.0	10.9	25.3	50.8	4.8	12.5	14,405
EARLE B WOOD JR HIGH	7-9	1,365	18.4	95.9	71.0	3.0	11.5	25.8	56.7	2.5	12.8	20,218
EASTERN JR HIGH	7-9	907	16.5	94.1	52.0	3.0	12.7	20.8	45.5	5.1	12.6	14,245
EDWIN W BROOME JR HIGH	7-9	773	15.8	93.4	48.0	1.0	10.0	23.5	42.9	4.2	12.4	13,870
FRANCIS SCOTT KEY JR HIGH	7-9	727	15.0	94.4	46.5	2.0	9.8	24.3	49.5	1.8	12.7	17,834
GAITHERSBURG JR HIGH	7-9	1,102	14.8	91.5	71.5	3.0	14.6	19.4	45.0	5.5	12.4	13,049
HERBERT HOOVER JR HIGH	7-9	965	16.3	96.4	56.0	3.0	9.9	18.3	49.1	0.5	13.9	21,542
JOHN T BAKER	7-8	569	13.2	95.2	41.0	2.0	10.7	22.5	44.2	8.7	12.2	13,081
JULIUS WEST JR HIGH	7-9	969	14.7	94.5	63.0	3.0	9.4	14.2	37.9	4.9	12.7	15,333
KENSINGTON JR HIGH	7-9	745	16.2	92.7	44.0	2.0	11.7	18.7	54.3	3.3	13.4	18,784
LELAND JR HIGH	7-9	721	15.8	94.1	43.5	2.0	9.9	21.5	45.1	4.0	13.7	20,048
MONTGOMERY HILLS JR HIGH	7-9	813	14.0	92.6	55.0	3.0	11.2	20.9	41.4	4.2	12.6	14,919
MONTGOMERY VILLAGE JR HI	7-9	747	14.2	95.5	49.5	3.0	8.6	22.0	23.8	2.3	13.8	18,131
NEWPORT JR HIGH	7-9	1,024	17.3	95.1	56.0	3.0	10.2	23.3	42.4	6.2	12.5	14,784
NORTH BETHESDA JR HIGH	7-9	1,107	17.9	95.7	50.0	2.0	10.3	21.5	48.4	1.9	13.8	19,953
PARKLAND JR HIGH	7-9	1,243	17.0	94.0	70.2	3.0	9.1	14.1	47.8	3.0	12.6	17,111

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER- STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
ARGYLE	7	294	92.7	80.3	69.0	66.0	84.7	76.5
BENJAMIN BANNEKER JR HIGH	7	326	99.0	74.2	54.3	64.1	77.3	69.3
CABIN JOHN JR HIGH	7	240	93.8	91.9	85.8	82.7	91.5	90.8
COL E BROOKE LEE JR	7	237	100.0	82.3	75.5	71.7	85.7	79.7
COL JOSEPH BELT JR HIGH	7	263	84.3	72.6	66.9	58.2	76.8	71.1
EARLE B WOOD JR HIGH	7	441	97.8	91.4	87.5	86.8	93.4	90.0
EASTERN JR HIGH	7	263	94.2	63.5	57.8	64.6	71.1	63.9
EDWIN W BROOME JR HIGH	7	251	99.6	76.3	70.0	66.9	81.4	75.5
FRANCIS SCOTT KEY JR HIGH	7	215	93.5	88.8	84.2	40.9	91.6	90.7
GAITHERSBURG JR HIGH	7	326	95.8	72.7	64.4	59.5	72.1	66.9
HERBERT HOOVER JR HIGH	7	316	100.0	92.4	83.2	81.6	94.0	91.8
JOHN T BAKER	7	313	100.0	70.4	68.1	58.8	73.2	68.7
JULIUS WEST JR HIGH	7	309	92.7	84.1	73.1	76.4	85.8	82.2
KENSINGTON JR HIGH	7	210	97.2	92.9	85.2	83.8	92.9	90.0
LELAND JR HIGH	7	203	99.0	91.6	86.7	86.7	92.9	92.6
MONTGOMERY HILLS JR HIGH	7	216	90.7	79.2	75.5	67.1	81.9	75.9
MONTGOMERY VILLAGE JR HI	7	262	98.1	83.6	74.0	68.7	83.9	77.5
NEWPORT JR HIGH	7	245	98.0	77.6	74.3	71.0	82.0	76.7
NORTH BETHESDA JR HIGH	7	332	97.9	93.7	89.2	87.7	94.0	93.1
PARKLAND JR HIGH	7	329	100.0	78.4	75.1	69.6	81.8	79.0

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
RANDOLPH JR HIGH	7-9	728	14.9	93.6	47.0	2.0	7.7	20.9	34.7	3.4	12.5	13,590
REDLAND	7-9	999	16.9	95.0	56.0	3.0	8.0	23.7	41.5	4.4	12.7	16,120
ROBERT FROST	7-8	942	16.2	94.6	56.0	2.0	8.6	21.0	39.7	2.0	13.4	21,032
SLIGO JR HIGH	7-9	1,085	16.2	94.0	64.0	3.0	11.3	22.8	37.3	3.1	12.6	16,613
SOUTHLAWN	5-8	535	13.7	93.2	37.0	2.0	8.8	18.0	43.6	6.8	12.1	12,809
TAKOMA PARK JR HIGH	7-9	807	13.7	91.7	56.0	3.0	9.2	13.7	40.7	7.4	12.5	11,471
THOMAS W PYLE JR HIGH	7-9	1,265	17.8	95.4	68.0	3.0	10.1	15.8	35.2	2.7	14.5	24,810
TILDEN JR HIGH	7-9	736	16.7	95.6	42.0	2.0	10.6	24.5	48.4	0.6	13.1	17,596
WESTERN JR HIGH	7-9	823	16.5	95.4	48.0	2.0	12.5	24.0	37.0	2.3	13.9	21,547
W H FARQUHAR	6-8	975	16.6	94.2	55.6	3.0	9.6	18.0	40.9	6.3	12.7	16,130
RIDGEVIEW JR HIGH	7-8	NO RESOURCE DATA AVAILABLE AS OF 3/76										
WHITE OAK JR HIGH	7-9	1,125	17.3	94.4	62.0	3.0	11.7	27.5	44.6	1.2	12.9	20,337
POOLESVILLE SR JR HIGH	7-12	595	11.9	89.2	47.7	2.0	12.7	20.0	47.7	10.9	12.0	10,811
ALBERT EINSTEIN SR HIGH	10-12	1,377	16.8	86.5	79.0	3.0	13.0	21.0	62.8	5.9	12.6	15,249
BETHESDA CHEVY CHASE SR HI	10-12	1,676	19.7	89.9	82.0	3.0	16.9	25.2	67.2	3.0	13.3	18,840
CHARLES M WOODWARD SR HIGH	10-12	1,096	16.1	93.0	64.0	4.0	13.4	24.3	54.4	1.7	12.9	16,666
COL ZADOK MAGRUDER SR HIGH	10-12	1,366	16.5	92.9	81.0	2.0	11.5	18.1	56.0	5.0	12.8	18,396
DAMASCUS SR HIGH	9-12	1,007	15.4	91.9	62.5	3.0	13.7	20.0	61.1	10.1	12.2	13,093
GAITHERSBURG SR HIGH	10-12	1,722	16.1	87.6	103.0	4.0	12.3	21.3	46.3	6.1	12.4	13,522
JOHN F KENNEDY SR HIGH	10-12	1,124	17.0	87.1	63.0	3.0	11.4	20.3	62.1	4.6	12.7	15,180

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
RANDOLPH JR HIGH	7	236	98.2	81.5	73.6	67.6	81.5	78.6
REDLAND	7	334	97.3	80.8	71.0	72.8	81.4	77.8
ROBERT FROST	7	470	95.9	91.1	85.1	83.2	93.4	90.6
SLIGO JR HIGH	7	290	95.1	82.4	78.6	76.6	87.9	81.0
SOUTHLAWN	7	123	96.8	67.5	60.2	56.9	71.5	62.6
TAKOMA PARK JR HIGH	7	223	83.5	68.6	57.0	49.3	66.4	61.0
THOMAS W PYLE JR HIGH	7	353	97.7	91.8	87.0	85.3	94.9	91.8
TILDEN JR HIGH	7	232	97.5	94.0	90.9	84.5	97.4	93.5
WESTERN JR HIGH	7	245	98.7	86.5	83.3	80.4	89.8	88.2
W H FARQUHAR	7	281	92.1	82.6	71.9	69.8	84.7	78.3
RIDGEVIEW JR HIGH	7	362	96.2	72.7	61.3	59.7	73.8	69.3
WHITE OAK JR HIGH	7	327	97.6	87.5	84.1	80.7	92.7	89.0
POOLESVILLE SR JR HIGH	7 11	140 84	93.3 95.4	67.1 34.5	60.0 56.0	55.7 61.9	66.4 61.9	62.9 56.0
ALBERT EINSTEIN SR HIGH	11	359	87.3	78.8	89.1	87.5	90.0	87.7
BETHESDA CHEVY CHASE SR HI	11	475	79.4	84.0	87.8	88.2	90.3	89.3
CHARLES M WOODWARD SR HIGH	11	305	87.8	86.6	92.1	91.5	92.5	93.1
COL ZADOK MAGRUDER SR HIGH	11	396	88.2	83.3	88.1	89.9	91.7	89.9
DAMASCUS SR HIGH	11	260	100.0	80.8	84.6	85.8	90.0	83.0
GAITHERSBURG SR HIGH	11	419	92.0	81.6	86.4	86.6	89.5	88.3
JOHN F KENNEDY SR HIGH	11	316	84.7	80.1	83.9	84.2	87.3	85.4

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$12)
MONTGOMERY BLAIR SR HIGH	10-12	1,870	18.5	87.9	98.0	3.0	12.7	17.3	61.4	5.7	12.5	12,769
NORTHWOOD SR HIGH	10-12	1,638	16.5	91.9	96.0	3.0	12.6	20.0	58.2	2.3	12.6	17,262
PAINT BRANCH	10-12	1,294	16.6	93.9	75.0	3.0	10.4	22.9	54.5	3.4	12.7	17,529
RICHARD MONTGOMERY SR HIGH	10-12	1,343	16.7	88.1	78.5	2.0	13.1	7.6	56.5	4.9	12.6	14,236
ROBERT E PEARY SR HIGH	10-12	1,794	19.3	91.8	89.0	4.0	12.4	27.7	54.8	2.9	12.6	17,488
POCKVILLE HIGH	9-12	1,372	16.9	93.4	79.0	2.0	11.6	21.5	58.0	5.5	12.4	15,184
SENECA VALLEY HIGH	9-11	1,275	17.0	92.5	73.0	2.0	9.1	20.0	41.3	5.8	NA	NA
SHERWOOD SR SR HIGH	9-12	1,192	16.2	91.3	70.5	3.0	11.1	12.0	44.9	7.4	12.7	16,224
SPRINGBROOK SR HIGH	10-12	1,869	20.7	94.1	86.2	4.0	13.4	23.7	62.3	1.6	12.8	19,232
THOMAS S WOOTTON SR	9-12	1,686	16.9	93.8	97.0	3.0	11.1	16.7	53.0	2.4	13.4	21,071
WALTER JOHNSON SR HIGH	10-12	1,519	18.4	90.5	79.5	3.0	15.7	17.2	61.8	1.7	13.7	20,115
WALT WHITMAN SR HIGH	10-12	2,167	19.5	92.2	107.0	4.0	15.3	28.3	72.1	2.6	14.3	23,478
WHEATON SR HIGH	10-12	1,966	19.0	87.0	99.5	4.0	14.3	22.5	52.2	4.8	12.5	14,102
WINSTON CHURCHILL SR HIGH	10-12	1,866	18.3	93.3	98.0	4.0	13.1	18.7	68.4	2.0	14.3	23,256

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

MONTGOMERY COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
MONTGOMERY BLAIR SR HIGH	11	590	97.2	76.8	83.2	81.9	87.3	83.7
NORTHWOOD SR HIGH	11	421	82.5	81.7	87.2	84.6	85.5	86.0
PAINT BRANCH	11	238	75.3	79.0	86.1	84.5	88.7	87.0
RICHARD MONTGOMERY SR HIGH	11	398	87.8	81.7	89.4	87.4	88.2	87.4
ROBERT E PEARY SR HIGH	11	549	98.4	85.2	89.1	91.3	92.7	91.4
ROCKVILLE HIGH	11	381	88.3	84.8	90.0	89.0	91.1	89.5
SENECA VALLEY HIGH	11	332	97.9	81.0	89.5	89.5	89.2	88.3
SHERWOOD SR HR HIGH	11	242	84.9	82.2	86.8	88.4	89.3	88.0
SPRINGBROOK SR HIGH	11	615	91.8	85.7	91.5	92.4	93.0	93.3
THOMAS S WOOTTON SR	11	418	99.0	92.1	95.9	97.4	97.4	96.9
WALTER JOHNSON SR HIGH	11	449	96.3	89.3	92.4	94.0	95.3	93.5
WALT WHITMAN ST HIGH	11	673	92.1	91.4	95.8	95.5	96.6	96.1
WHEATON SR HIGH	11	523	82.6	80.7	88.0	86.2	88.9	87.0
WINSTON CHURCHILL SR HIGH	11	563	91.9	92.4	96.3	95.2	95.6	95.4

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
684,600	\$15,432	5.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.6	12.4

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
148,558	\$13,982	\$24,567	10.5	20.0

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
29.0%	18.7	86.8%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,306.44	\$939.63	71.9%	\$34.86

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.7%	\$7.35	0.6%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	11,577	7,775	67.2	8,972	6,400	71.3
II. Understanding Forms	11,577	6,737	58.2	8,972	7,245	80.8
III. Gaining Information	11,577	6,121	52.9	8,972	7,373	82.2
IV. Following Directions	11,577	8,096	69.9	8,972	7,671	85.5
TOTAL TEST	11,577 (90.5)***	7,170	61.9	8,972 (85.0)***	7,340	81.8

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

PRINCE GEORGE'S COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
ANDREW JACKSON JUNIOR	7-9	766	17.6	77.0	41.5	2.0	7.9	20.3	20.7	8.1	12.3	10,456
BELAIR JR HIGH	7-9	1,013	18.3	92.9	52.2	3.0	8.1	17.3	34.8	3.2	12.7	15,789
BELTSVILLE JR HIGH	7-9	925	18.1	93.9	48.0	3.0	10.1	27.7	33.3	2.6	12.4	13,547
BEN D FOULDIS JR	7-9	957	17.4	89.2	53.0	2.0	8.2	20.5	20.0	5.9	12.2	11,030
BENJAMIN STODDERT JR	7-9	852	17.4	92.8	47.0	2.0	11.0	17.5	28.6	7.6	12.3	11,982
BENJAMIN TASKER JUNIOR	7-9	1,207	19.1	93.5	60.0	3.0	9.9	19.7	32.1	5.2	12.6	14,684
BLADENSBURG JR HIGH	7-9	911	18.0	87.0	47.5	3.0	10.1	22.8	21.8	15.1	12.1	10,760
BUCK LODGE JR HIGH	7-9	1,051	18.1	93.7	55.0	3.0	10.6	16.0	41.4	6.4	12.5	12,799
CHARLES CARROLL JR HIGH	7-9	1,015	18.5	92.4	52.0	3.0	8.3	12.8	23.6	4.0	12.4	12,754
DWIGHT D EISENHOWER	7-9	1,050	19.3	92.5	51.5	3.0	9.2	22.3	22.0	5.5	12.6	11,709
EUGENE BURROUGHS JR	7-9	1,034	18.1	94.6	54.0	3.0	9.0	21.0	35.1	4.7	12.4	14,417
FRANCIS SCOTT KEY JR	7-9	1,149	19.1	88.8	57.0	3.0	8.3	26.7	23.3	7.0	12.1	11,438
FREDERICK SASSCER JR	7-9	959	20.0	91.5	46.0	2.0	8.2	16.0	16.7	9.1	12.2	13,336
G GARDNER SHUGART JR	7-9	873	18.2	90.7	46.0	2.0	4.9	13.5	27.1	7.3	12.4	11,412
GLENRIDGE JR HIGH	7-9	1,029	18.5	90.6	52.5	3.0	8.3	16.0	28.8	3.7	12.3	12,357
GREENBELT JR HIGH	7-9	1,023	19.3	90.5	50.0	3.0	10.4	20.3	32.1	7.8	12.5	12,185
GYMNM PARK JR	7-9	949	18.3	92.6	50.0	2.0	6.5	15.5	17.3	7.8	12.0	10,883
HYATTSVILLE JR HIGH	7-9	756	18.4	87.0	39.1	2.0	9.0	22.3	14.8	7.6	12.4	11,835
JAMES MADISON JR	7-9	817	19.3	92.1	40.4	2.0	7.9	17.5	35.4	5.3	12.2	12,249
JOHN HANSON JR H		1,091	18.6	93.2	55.5	3.0	8.0	17.3	29.9	3.3	12.4	12,855

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.†

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER- STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
ANDREW JACKSON UNION	7	247	95.7	51.0	41.7	32.4	54.3	43.7
BELAIR JR HIGH	7	305	99.3	79.7	73.4	71.1	82.6	78.7
BELTSVILLE JR HIGH	7	283	83.9	71.7	67.5	61.1	80.2	69.6
BEN D FOULDIS JR	7	259	83.0	57.5	49.4	43.2	62.2	52.1
BENJAMIN STODDERT JR	7	229	74.8	57.2	47.2	40.6	61.6	48.9
BENJAMIN TASKER JUN OR	7	394	95.8	70.1	63.5	55.6	71.6	65.2
BLADENSBURG JR HIGH	7	267	85.0	55.4	45.3	38.2	59.6	50.2
BUCK LODGE JR HIGH	7	295	88.0	64.4	54.9	49.8	67.1	59.0
CHARLES CARROLL JR HIGH	7	266	74.5	68.0	57.1	51.9	71.4	62.8
DWIGHT D EISENHOWER	7	354	91.2	65.3	54.8	54.0	67.5	61.0
EUGENE BORROUGHS JR	7	351	98.0	74.9	66.1	63.5	76.9	68.4
FRANCIS SCOTT KEY JR	7	313	96.9	57.5	50.8	41.5	57.5	49.8
FREDERICK SASSCER JR	7	305	90.7	64.3	57.4	49.2	66.9	60.0
G GARDNER SHUGART JR	7	281	87.8	58.7	52.0	45.2	66.9	56.2
GLENRIDGE JR HIGH	7	175	93.5	59.6	45.5	42.9	61.8	50.2
GREENBELT JR HIGH	7	295	93.3	60.7	47.5	45.4	62.4	52.9
GYMNM PARK JR	7	318	96.4	58.2	55.3	43.7	61.0	53.5
HYATTSVILLE JR HIGH	7	253	88.7	64.0	61.3	49.8	64.8	60.9
JAMES MADISON JR	7	238	88.5	67.6	66.8	50.8	69.7	64.3
JOHN HANSON JR HIGH	7	360	91.4	75.8	68.3	63.3	83.1	73.3

† SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$1) (\$2)
KENHOOR JUNIOR HIGH	7-9	926	18.4	88.6	48.3	2.0	7.7	17.7	20.9	5.3	12.3	12,515
KENT JR HIGH	7-9	849	16.6	89.1	48.0	3.0	7.8	22.0	23.5	5.6	12.4	13,144
LAUREL JR HIGH	7-9	884	19.2	92.0	44.0	2.0	9.4	25.0	28.3	6.4	12.3	11,896
LORD BALTIMORE JR HIGH	7-9	1,031	18.4	95.8	52.9	2.0	9.0	20.0	29.5	3.2	12.5	14,370
MARTIN LUTHER KING JR HI	7-9	895	18.1	94.3	47.5	2.0	9.6	29.0	30.3	3.8	12.6	13,465
MARY M BETHUNE JUNIOR	7-9	872	18.5	83.7	45.0	2.0	7.2	15.7	25.5	7.7	12.4	12,679
MT RAINIER JR HIGH	7-9	594	16.7	84.3	33.5	2.0	9.9	15.5	22.5	4.9	12.0	9,872
NICHOLAS OREM JR HIGH	7-9	704	17.1	92.5	39.1	2.0	8.5	20.7	21.4	3.2	12.4	12,720
OXON HILL JR HI	7-9	882	19.8	96.2	42.5	2.0	8.3	25.5	29.2	3.9	12.5	14,672
ROBERT GODDARD JR HIGH	7-9	1,155	19.6	90.5	56.0	3.0	8.9	20.3	22.0	6.8	12.3	12,321
ROGER B TANEY JR HIGH	7-9	1,013	18.6	91.0	51.6	3.0	9.8	20.6	38.8	4.1	12.5	14,305
ROLLINGCREST JR HIGH	7-9	731	19.0	91.1	36.5	2.0	12.2	22.7	33.8	3.8	12.3	10,873
SAMUEL OGLE JR HIGH	7-9	1,277	18.0	95.9	68.0	3.0	9.3	23.0	32.4	3.2	12.7	14,854
SPAULDING JR HIGH	7-9	786	16.9	93.5	44.5	2.0	8.3	13.3	36.5	7.4	12.2	11,870
STEPHEN DECATUR	7-9	730	17.8	95.7	39.0	2.0	10.1	29.5	26.8	3.9	12.3	14,184
SUITLAND JR HIGH	7-9	787	18.9	87.8	39.6	2.0	8.7	18.0	30.3	7.3	12.2	11,231
SURRATTSVILLE JR HIGH	7-9	904	18.1	93.7	48.0	2.0	10.8	11.0	34.0	2.3	12.3	13,920
THOMAS JOHNSON JR HIGH	7-9	996	18.2	94.6	51.6	3.0	6.7	17.7	27.5	2.9	12.4	13,753
THOMAS PULLEN JR HIGH	7-9	1,068	18.7	92.5	55.0	2.0	5.8	18.0	21.1	8.5	12.4	13,699
WALKER HILL JUNIOR	7-9	835	17.9	90.8	44.7	2.0	8.0	26.0	30.0	7.2	12.2	11,574

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.†

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
KENMOOR JUNIOR HIGH	7	303	88.8	47.9	36.3	33.7	48.2	40.3
KENT JR HIGH	7	185	79.0	58.9	48.1	42.7	61.6	54.6
LAUREL JR HIGH	7	237	98.3	62.4	59.9	49.8	69.6	59.9
LORD BALTIMORE JR HIGH	7	292	95.4	80.1	71.9	65.1	80.5	75.7
MARTIN LUTHER KING JR HI	7	348	93.0	80.5	69.3	68.4	82.2	75.9
MARY M BETHUNE JUNIOR	7	237	94.4	63.3	45.1	41.8	60.3	51.1
MT RAINIER JR HIGH	7	158	85.0	56.3	49.4	41.1	62.0	51.9
NICHOLAS OREM JR HIGH	7	197	87.5	71.6	60.9	55.8	73.1	66.5
OXON HILL JR HI	7	308	98.7	77.6	63.3	57.5	78.2	70.5
ROBERT GODDARD JR HIGH	7	329	84.3	61.1	55.9	48.6	65.0	56.5
ROGER B TANEY JR HIGH	7	255	95.5	71.8	58.8	58.0	73.3	63.9
ROLLINGCREST JR HIGH	7	188	85.5	73.4	65.4	58.5	75.5	68.6
SAMUEL OGLE JR HIGH	7	433	98.8	86.6	81.5	75.8	89.6	85.9
SPAULDING JR HIGH	7	244	97.9	63.5	54.9	50.4	65.2	58.2
STEPHEN DECATUR	7	242	97.1	80.2	69.0	60.7	81.4	74.0
SUITLAND JR HIGH	7	231	91.3	50.2	42.9	36.8	57.6	45.5
SURRATTSVILLE JR HIGH	7	289	93.8	78.2	66.4	66.8	79.9	73.7
THOMAS JOHNSON JR HIGH	7	293	85.7	81.2	67.9	63.5	83.3	74.7
THOMAS PULLEN JR HIGH	7	392	93.7	69.6	59.4	58.7	69.1	64.3
WALKER HILL JUNIOR	7	285	79.6	64.9	50.9	50.5	67.4	57.5

† SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
WILLIAM WIRT JR HIGH	7-9	867	18.8	86.3	44.0	2.0	10.9	24.0	23.9	7.0	12.2	10,735
BLADENSBURG SR HIGH	10-12	2,152	18.4	84.9	111.0	6.0	11.4	24.2	29.1	9.4	12.2	11,381
BOWIE SR HIGH	10-12	2,739	19.1	85.8	139.0	4.0	10.9	18.5	44.1	5.6	12.7	15,372
CENTRAL SR HIGH	10-12	983	17.1	87.8	54.3	3.0	9.6	18.8	44.1	8.8	12.2	11,132
CROSSLAND SR HIGH	10-12	2,119	17.9	89.3	112.5	6.0	11.6	16.7	35.4	7.2	12.4	13,070
DUVAL SR HIGH	10-12	2,135	18.7	87.5	110.0	4.0	9.4	19.5	40.3	6.8	12.4	13,020
FAIRMOUNT HEIGHTS SR HI	10-12	1,264	20.1	80.7	60.0	3.0	7.1	24.0	33.3	7.8	12.3	12,500
FREDERICK DOUGLASS SR HIGH	10-12	1,057	18.2	91.2	55.2	3.0	9.8	18.3	31.8	9.3	12.1	12,575
FRIENDLY SENIOR HIGH	10-12	1,667	18.0	90.2	89.5	3.0	9.7	15.0	40.0	5.0	12.5	14,555
GWYNN PARK SR HIGH	10-12	483	13.8	87.7	33.0	2.0	11.7	24.5	40.0	9.4	12.1	11,320
HIGH POINT SR HIGH	10-12	2,405	19.0	93.4	120.5	6.0	11.1	15.7	48.2	4.8	12.5	12,784
LARGO SENIOR HIGH	10-12	1,639	20.8	92.3	75.8	3.0	10.4	17.7	43.8	7.9	12.4	12,980
LAUREL SR HIGH	10-12	1,551	18.4	90.5	80.3	4.0	10.3	17.5	39.1	7.0	12.5	11,991
NORTHWESTERN SR HIGH	10-12	2,317	18.5	83.0	120.0	5.0	12.4	24.1	38.2	4.6	12.2	11,319
OXON HILL SR HIGH	10-12	1,499	18.3	89.6	79.0	3.0	9.8	17.5	34.1	5.5	12.4	13,002
PARKDALE	10-12	2,490	19.3	87.8	125.0	4.0	10.2	20.3	36.8	7.6	12.4	12,491
POTOMAC SR HIGH	10-12	1,678	18.8	84.9	85.1	4.0	8.5	20.9	36.5	6.5	12.4	12,225
SUITLAND SR HIGH	10-12	2,262	19.5	86.3	112.0	4.0	9.8	18.3	46.5	8.6	12.2	11,123
SURRATTSVILLE SR HIGH	10-12	1,297	19.1	89.1	65.0	3.0	12.2	26.1	39.7	2.7	12.3	13,927

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

PRINCE GEORGE'S COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
WILLIAM WIRT JR HIGH	7	243	88.4	61.7	49.4	49.8	67.5	54.7
BLADENSBURG SR HIGH	11	324	77.8	54.8	69.1	67.9	72.5	64.4
BOWIE SR HIGH	11	834	89.8	83.2	90.0	90.4	92.0	90.6
CENTRAL SR HIGH	11	325	86.6	65.8	77.5	81.8	86.5	80.3
CROSSLAND SR HIGH	11	500	78.2	77.8	85.8	86.4	89.8	86.8
DUVAL SR HIGH	11	621	90.7	68.6	78.9	82.6	85.0	80.7
FAIRMOUNT HEIGHTS SR HI	11	304	67.5	64.8	69.1	70.7	79.6	73.4
FREDERICK DOUGLASS SR HIGH	11	298	96.1	73.5	80.2	80.9	86.2	83.2
FRIENDLY SENIOR HIGH	11	425	86.2	87.1	89.9	92.0	93.6	92.7
GWYNN PARK SR HIGH	11	328	97.0	63.4	67.4	74.1	77.4	72.3
HIGH POINT SR HIGH	11	719	95.4	76.8	85.4	86.6	90.1	85.8
LARGO SENIOR HIGH	11	516	85.5	69.2	80.2	80.2	84.1	80.0
LAUREL SR HIGH	11	450	92.0	77.6	86.9	86.7	89.3	88.0
NORTHWESTERN SR HIGH	11	616	79.4	70.6	80.8	80.7	85.4	83.1
OXON HILL SR HIGH	11	433	88.3	79.4	83.8	87.8	89.6	87.5
PARKDALE	11	706	84.8	65.7	79.0	81.9	83.3	79.0
POTOMAC SR HIGH	11	432	80.4	63.2	76.9	80.1	81.5	77.8
SUITLAND SR HIGH	11	599	78.9	61.1	76.5	75.8	79.8	73.1
SUNNYSIDE SR HIGH	11	342	82.4	74.9	82.2	81.6	87.4	84.5

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

QUEEN ANNE'S COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
19,600	\$11,436	17.1

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.5	10.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,756	\$11,239	\$18,984	7.6	16.5

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
15.0%	19.3	94.7%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FO. CENTRAL OFFICE ADMINISTRATION
\$1,111.74	\$764.03	68.7%	\$22.04

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.0%	\$5.26	0.5%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	358	261	72.9	322	212	65.8
II. Understanding Forms	358	242	67.6	322	241	74.8
III. Gaining Information	358	205	57.3	322	257	79.8
IV. Following Directions	358	258	72.1	322	270	83.9
TOTAL TEST	358 (84.8)***	248	69.3	322 (97.3)***	254	78.9

- * SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.
- ** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.
- *** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

QUEEN ANNE'S COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
CENTREVILLE MIDDLE	7-8	439	18.3	94.7	22.9	1.0	9.1	16.6	16.7	20.1	10.6	7,778
STEVENSVILLE MIDDLE	5-8	364	18.2	94.9	19.0	1.0	6.3	10.5	25.0	9.4	10.6	10,458
SUDLERSVILLE MIDDLE	5-8	359	18.9	95.5	18.0	1.0	7.3	22.0	10.5	17.5	10.3	7,209
QUEEN ANNE'S COUNTY HIGH	9-12	1,445	18.9	90.7	73.5	3.0	10.9	18.8	35.3	17.1	10.5	8,209

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

QUEEN ANNE'S COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
CENTREVILLE MIDDLE	7	200	89.1	77.0	69.5	59.5	73.5	72.0
STEVENSVILLE MIDDLE	7	79	82.3	62.0	62.0	51.9	68.4	63.3
SUDLERSVILLE MIDDLE	7	79	86.8	73.4	68.4	57.0	72.2	68.4
QUEEN ANNE'S COUNTY HIGH	11	322	97.3	65.8	74.8	79.8	83.9	78.9

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ST MARY'S COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
50,700	\$10,442	18.8

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
11,990	\$11,197	\$18,446	8.5	17.1

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
20.2%	18.8	94.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,113.54	\$761.45	68.4%	\$30.34

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.7%	\$14.70	1.3%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	955	642	67.2	607	350	57.7
II. Understanding Forms	955	606	63.5	607	435	71.7
III. Gaining Information	955	501	52.5	607	441	72.7
IV. Following Directions	955	687	71.9	607	461	75.9
TOTAL TEST	955 (96.5)***	617	64.6	607 (89.4)***	437	72.0

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

ST. MARY'S COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
ESPERANZA	6-1	715	17.0	94.4	39.5	2.5	7.7	12.4	23.8	16.0	12.2	8,549
LEONARDTOWN	K-8	834	20.4	95.8	38.9	2.0	11.8	21.3	14.7	15.7	12.1	8,965
MARGARET BRENT JR HIGH	6-8	827	18.4	93.6	42.5	2.5	8.1	25.4	15.5	29.2	10.9	7,626
SPRING RIDGE MIDDLE	6-8	896	18.9	94.8	44.8	2.5	6.5	17.9	12.7	13.9	NA	NA
CHOPTICON SR HIGH	9-12	1,577	21.3	88.9	69.8	4.0	7.9	16.5	21.7	26.8	11.6	8,154
GREAT MILLS SR HIGH	9-12	1,540	20.0	92.0	72.8	4.0	8.0	15.9	26.0	18.4	12.2	8,355

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

ST. MARY'S COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
ESPERANZA	7	226	97.8	75.2	71.2	61.9	79.2	75.7
LEONARDTOWN	7	219	98.2	69.9	64.8	51.6	71.7	67.1
MARGARET BRENT JR HIGH	7	231	95.0	54.1	50.2	40.7	58.9	49.4
SPRING RIDGE MIDDLE	7	279	95.2	69.5	67.0	55.2	77.1	66.3
CHOPTICON SR HIGH	11	334	97.6	52.1	64.9	67.7	71.3	65.3
GREAT MILLS SR HIGH	11	273	81.0	64.5	79.9	78.8	81.7	80.2

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

SOMERSET COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
19,200	\$6,380	30.2

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.0	9.6

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,343	\$9,857	\$13,868	8.8	22.3

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
14.2%	18.5	95.0%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,100.13	\$780.72	71.0%	\$34.94

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.2%	\$8.87	0.8%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

SOMERSET COUNTY

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	374	212	56.7	268	134	50.0
II. Understanding Forms	374	188	50.3	268	171	63.8
III. Gaining Information	374	158	42.2	268	174	64.9
IV. Following Directions	374	214	57.2	268	193	72.0
TOTAL TEST	374 (95.7)***	193	51.6	268 (95.0)***	169	63.1

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

SOMERSET COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
CARTER G WOODSON	6-8	335	17.6	90.1	17.0	2.0	6.3	19.5	10.5	29.7	9.2	5,660
DEAL ISLAND	K,4-9	298	21.3	95.1	13.0	1.0	13.5	17.0	7.1	73.7	9.2	3,386
EWELL	K-8	87	21.7	92.6	4.0	NA	3.3	NA	NA	42.7	7.8	4,169
MARION	P,K-8	326	21.0	95.9	13.5	2.0	12.8	15.3	19.3	32.1	8.6	4,912
SOMERSET JR HIGH	7-9	587	17.8	91.2	31.0	2.0	8.7	24.0	21.2	22.5	10.2	7,566
CRISFIELD SR JR HIGH	9-12	508	15.9	90.7	29.9	2.0	11.3	14.5	21.6	29.4	9.0	5,386
WASHINGTON SR HIGH	10-12	527	17.0	89.8	29.0	2.0	12.6	18.5	9.7	30.9	10.1	6,905

*SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

SOMERSET COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING
COMPETENCY IN THE SKILL CATEGORIES AND ON THE
TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER- STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
CARTER G WOODSON	7	96	97.9	51.0	50.0	37.5	58.3	52.1
DEAL ISLAND	7	26	92.8	61.5	53.8	46.2	69.2	65.4
EWELL	7	12	100.0	66.7	75.0	50.0	83.3	58.3
MARION	7	41	100.0	61.0	56.1	53.7	53.7	53.7
SOMERSET JR HIGH	7	199	93.4	57.3	47.2	41.2	54.3	48.7
CRISFIELD SR HIGH	11	111	96.5	49.5	59.5	60.4	64.9	56.8
WASHINGTON SR HIGH	11	157	94.0	50.3	66.9	68.2	77.1	67.5

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TALBOT COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
25,000	\$10,030	23.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.5	11.2

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
4,645	\$11,527	\$17,819	9.5	21.9

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
23.9%	15.2	94.6%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,256.12	\$917.94	73.1%	\$29.13

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
2.3%	\$14.28	1.1%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITION OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TALBOT COUNTY

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	339	269	79.4	320	246	76.9
II. Understanding Forms	339	258	76.1	320	270	84.4
III. Gaining Information	339	227	67.0	320	293	91.6
IV. Following Directions	339	288	85.0	320	302	94.4
TOTAL TEST	339 (87.4)***	258	76.1	320 (86.7)***	293	91.6

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

TALBOT COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
										PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)				
EASTON MIDDLE	6-8	798	17.3	94.0	44.0	2.0	12.1	17.3	19.6	26.7	11.2	8,349
ST MICHAELS	6-8	273	13.7	95.0	19.0	1.0	9.5	9.0	30.0	18.7	11.0	7,770
EASTON HIGH	9-12	1,119	17.2	92.2	62.0	3.0	10.4	21.5	23.1	26.0	11.2	8,283
ST MICHAELS HIGH	9-12	389	13.4	92.6	27.0	2.0	8.7	23.0	20.7	18.1	11.0	7,665

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TALBOT COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
EASTON MIDDLE	7	248	90.2	78.6	74.2	65.7	83.5	73.4
ST MICHAELS	7	91	80.5	81.3	81.3	70.3	89.0	83.5
EASTON HIGH	11	232	86.5	77.6	86.6	93.1	96.1	93.5
ST MICHAELS HIGH	11	88	87.1	75.0	78.4	87.5	89.8	86.4

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
107,200	\$10,807	12.7

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
11.4	11.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
23,197	\$12,262	\$19,109	11.3	18.8

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
30.3%	19.2	94.9%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,087.80	\$790.59	72.7%	\$32.61

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	\$5.88	0.5%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,879	1,315	70.0	1,497	1,042	69.6
II. Understanding Forms	1,879	1,219	64.9	1,497	1,148	76.7
III. Gaining Information	1,879	1,109	59.0	1,497	1,153	77.0
IV. Following Directions	1,879	1,391	74.0	1,497	1,237	82.6
TOTAL TEST	1,879 (98.6)***	1,282	68.2	1,497 (91.8)***	1,171	78.2

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

***PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

WASHINGTON COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
BOONSBORO JR HIGH	6-8	637	22.7	95.7	26.0	2.0	11.0	15.5	25.0	16.8	10.4	8,316
CASCADE MIDDLE	K-8	633	20.4	96.8	29.0	2.0	9.8	17.0	29.0	8.6	12.2	7,720
CLEAR SPRING MIDDLE	6-8	483	21.0	95.3	21.0	2.0	10.9	15.0	30.4	12.5	10.8	8,093
E RUSSELL HICKS	6-8	1,029	21.4	94.7	46.0	2.0	11.1	25.0	43.7	12.0	11.4	8,591
NORTH POTOMAC JR HIGH	6-8	954	20.3	94.9	45.0	2.0	15.0	30.5	27.7	7.9	12.1	10,340
SMITHSBURG JR HIGH	6-8	440	19.1	96.5	21.0	2.0	6.5	18.5	21.7	12.8	12.0	9,042
WASHINGTON MIDDLE	5-8	855	19.0	94.8	43.0	2.0	13.3	23.7	35.5	18.0	10.0	7,746
WILLIAMSPORT MIDDLE	6-8	755	22.2	95.7	32.0	2.0	10.7	14.5	32.3	10.5	11.9	9,369
HANCOCK JR SR HIGH	6-12	538	15.8	95.4	32.0	2.0	11.7	26.5	26.5	16.5	9.2	7,127
BOONSBORO SR HIGH	9-12	898	19.9	94.6	43.0	2.0	13.9	15.7	48.9	15.8	10.4	8,316
CLEAR SPRING HIGH	9-12	480	17.1	93.1	26.0	2.0	11.9	14.9	39.3	14.7	10.8	8,089
NORTH HAGERSTOWN SR HIGH	9-12	1,745	19.8	88.9	84.0	4.0	12.9	26.3	47.7	8.9	12.0	9,678
SMITHSBURG SR HIGH	9-12	892	22.9	94.6	37.0	2.0	11.5	15.0	38.5	14.5	12.0	8,566
SOUTH HAGERSTOWN SR HIGH	9-12	1,599	21.0	90.5	73.0	3.0	13.5	17.6	35.5	16.8	11.1	8,241
WILLIAMSPORT HIGH	9-12	1,108	21.3	92.0	50.0	2.0	12.6	28.0	40.4	10.8	11.9	9,321

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WASHINGTON COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
BOONSBORO JR HIGH	7	249	100.0	59.8	58.6	54.6	63.5	59.8
CASCADE MIDDLE	7	70	100.0	85.7	77.1	75.7	87.1	82.9
CLEAR SPRING MIDDLE	7	143	94.7	67.1	65.7	54.5	70.6	67.1
E RUSSELL HICKS	7	375	100.0	66.9	58.9	54.1	68.3	62.1
NORTH POTOMAC JR HIGH	7	328	97.6	83.5	76.2	73.2	84.8	81.4
SMITHSBURG JR HIGH	7	158	98.1	76.6	75.3	65.2	84.2	78.5
WASHINGTON MIDDLE	7	220	96.0	65.0	59.5	49.1	70.9	62.3
WILLIAMSPORT MIDDLE	7	265	99.6	64.9	60.8	56.2	73.6	64.2
HANCOCK JR SR HIGH	7	71	92.2	69.0	60.6	54.9	74.6	67.6
	11	67	97.1	64.2	73.1	80.6	88.1	76.1
BOONSBORO SR HIGH	11	192	92.7	63.0	70.3	71.4	76.0	71.9
CLEAR SPRING HIGH	11	132	94.3	62.9	68.2	67.4	78.8	71.2
NORTH HAGERSTOWN SR HIGH	11	390	93.9	71.5	80.0	80.0	84.4	80.8
SMITHSBURG SR HIGH	11	200	94.7	77.5	83.0	85.5	89.0	86.5
SOUTH HAGERSTOWN SR HIGH	11	293	83.2	68.9	77.5	73.0	78.8	76.1
WILLIAMSPORT HIGH	11	223	94.1	71.3	75.8	78.9	85.2	79.4

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WICOMICO COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
58,300	\$10,400	17.9

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
10.8	11.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
13,622	\$11,518	\$17,772	12.7	23.2

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
19.7%	18.0	95.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,004.36	\$736.72	73.4%	\$19.01

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	\$5.15	0.5%

*SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	1,110	840	75.7	889	693	78.0
II. Understanding Forms	1,110	758	68.3	889	740	83.2
III. Gaining Information	1,110	688	62.0	889	770	86.6
IV. Following Directions	1,110	862	77.7	889	796	89.5
TOTAL TEST	1,110 (97.2)***	795	71.6	889 (96.0)***	777	87.4

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

WICOMICO COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
BENNETT JR HIGH	7-8	1,461	20.9	93.5	67.0	3.0	8.8	17.5	12.9	19.8	11.2	8,624
PITTSVILLE	K-8	605	17.7	95.0	31.1	3.0	10.0	17.9	22.0	23.4	10.1	8,743
WICOMICO JR HIGH	7-8	1,353	20.0	93.8	64.5	3.0	10.6	18.7	23.7	13.9	11.1	8,983
MARDELA SR JR HIGH	7-12	595	18.7	94.9	29.8	2.0	12.5	19.7	18.9	20.4	10.4	8,001
JAMES M BENNETT SR HIGH	9-12	1,264	18.9	93.5	63.9	3.0	10.3	14.0	30.6	20.9	11.2	8,623
PARKSIDE HIGH	9-12	NO RESOURCE DATA AVAILABLE AS OF 2/76										
WICOMICO SR HIGH	9-12	1,117	17.0	94.2	62.9	3.0	11.7	14.3	29.6	15.0	11.1	8,982

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WICOMICO COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING
COMPETENCY IN THE SKILL CATEGORIES AND ON THE
TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER- STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
BENNETT JR HIGH	7	462	97.6	80.1	70.3	43.9	81.2	74.9
PITTSVILLE	7	81	97.5	58.0	60.5	50.6	64.2	56.8
WICOMICO JR HIGH	7	460	96.2	75.7	69.1	63.5	77.6	72.6
MARDELA SR JR HIGH	7	84	77.7	85.7	83.3	91.7	92.9	91.7
	11	107	100.0	70.1	61.7	56.1	72.9	64.5
JAMES M BENNETT SR HIGH	11	318	97.5	80.5	83.6	87.7	89.0	88.4
PARKSIDE HIGH	11	234	95.9	76.9	82.1	83.3	88.5	86.3
WICOMICO SR HIGH	11	253	94.7	73.1	83.8	86.6	90.1	85.8

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WORCESTER COUNTY

TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
26,300	\$8,243	21.5

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
9.7	10.5

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
6,341	\$11,983	\$20,574	9.9	22.2

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
17.8%	16.5	96.1%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,212.88	\$881.51	72.7%	\$21.54

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
1.8%	\$3.72	0.3%

* SEE APPENDIX C, PAGE C-19, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WORCESTER COUNTY

TABLE 6. SYSTEM LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	497	345	69.4	480	301	62.7
II. Understanding Forms	497	338	68.0	480	328	68.3
III. Gaining Information	497	285	57.3	480	353	73.5
IV. Following Directions	497	367	73.8	480	376	78.3
TOTAL TEST	497 (89.9)***	335	67.4	480 (93.4)***	349	72.7

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

WORCESTER COUNTY

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE.*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
										PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (\$) (12)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)				
BERLIN MIDDLE	5-8	963	18.2	95.6	51.0	2.0	8.5	25.3	9.4	19.1	10.8	7,644
POCOMOKE MIDDLE	4-8	644	16.1	96.8	38.0	2.0	11.7	25.7	10.0	23.0	10.2	7,241
SNOW HILL MIDDLE	4-8	769	17.9	96.7	41.0	2.0	10.9	23.5	18.6	22.9	10.1	7,122
POCOMOKE SR JR HIGH	9-12	538	16.8	96.8	30.0	2.0	11.3	12.3	12.5	24.1	10.2	7,241
SNOW HILL SR JR HIGH	9-12	616	19.3	93.7	30.0	2.0	9.1	15.1	18.7	21.8	10.1	7,122
STEPHEN DECATUR SR JR HIGH	9-12	889	18.1	92.3	48.0	1.0	9.2	22.1	16.3	19.8	10.8	7,644

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

WORCESTER COUNTY

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.*

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				TOTAL TEST %
				LOCATING REFERENCE %	UNDER-STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	
		NUMBER	PERCENT					
BERLIN MIDDLE	7	229	86.0	67.7	70.7	61.1	76.0	69.4
POCONOKE MIDDLE	7	129	94.2	78.3	69.8	62.8	77.5	72.1
SNOW HILL MIDDLE	7	139	92.6	64.0	61.9	46.0	66.9	59.7
POCONOKE SR JR HIGH	11	126	85.7	65.9	70.6	75.4	78.6	74.6
SNOW HILL SR JR HIGH	11	148	93.6	51.4	59.5	65.5	74.3	65.5
STEPHEN DECATUR SR JR HIGH	11	206	97.6	68.9	73.3	78.2	81.1	76.7

* SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

5.1 Background

In section 1.5.2 of this MAP Report, process evaluation was defined as follows:

"... the word "process" refers to everything which intervenes between inputs and outputs: from curriculum goals and objectives to how teachers conduct their classes; from the nature of a principal's leadership style to the students' classroom behavior. In short, process evaluation considers the entire educational enterprise in action."

As far as it goes, this definition is useful. But in not specifying what, in particular, is to be measured and how, the scope is left unlimited and the direction indeterminant. Not that this is surprising. When it comes to process evaluation, tasks, concepts, and measurements involved are complex indeed. In the literature, there are no standardized plans, procedures, or instruments in this yet undeveloped discipline to provide structure and guidance. Instead, the literature is loaded with competing models, plans, and procedures. For every scheme there is another one which claims to cover what the other one missed: summative, formative, process; models by Provus, Scriven, Stufflebeam, Stake, Alkin, Glass, Hammond; classroom centered performance criteria, student-teacher interaction, instructional materials and media, pupil attitude and self-concept -- the list goes on and on. For this reason, the scope, purpose, and objectives of the Process Evaluation study, currently being implemented, represent a deliberate and necessary delineation of potential scope. No doubt, many experts in the field will identify important omissions and deem some of the inclusions uninteresting. Nevertheless, it is hoped that a consensus may be found that at least most of the components will be worthwhile.

Pursuant to the purposes of the assessment component of the Maryland Accountability Program, three massive volumes of data on basic skills achievement, for three consecutive school years, are now in print. Basically, these volumes contain school-by-school average grade-equivalents obtained by the students on the Iowa Tests of Basic Skills (ITBS), in grades three, five, seven, and nine. Compiled by subtest scores, the school-level data were aggregated by Local Education Agencies and from there to state-level data. With the school average as the unit of observation, four of the subtest scores (Vocabulary, Reading Comprehension, Language Total, and Mathematics Total) were regressed against the school average Standard Age Scores (SAS). This regression analysis permitted a transformation of the original distribution of grade-equivalents among the schools to a new "residual" distribution for which the among-school variance in GE's, due to variance in SAS among the schools, had been removed. Given a school's average SAS, that school's position in the residual distribution was determined by finding the school's "expected" or "Maryland Norm" GE and subtracting the school's obtained GE from it. The difference is called the school's "residual grade equivalent" and interpreted as an indicator of the school's relative standing in achievement on the subtest, with SAS taken into account or "controlled." Now, it is this residual distribution of GE's which forms an important focal point of the proposed process evaluation. Indeed, it is the very purpose of the study to probe the meaning for a school which finds itself at either extreme of the residual distribution in terms of process quality indicators. Is it the case that schools far to the right conduct exemplary, "lighthouse"-type instructional programs and that schools far to the left are sorely in need of additional resources? Or is it the case that a school's position on the residual distribution is the result of mere statistical

artifact, caused by error variance? Formally, this is the main purpose of the Process Evaluation study:

to determine the distinguishing characteristics, if any, in programmatic and process terms, of those schools which lie at the extreme ends of the residual distributions.

Corollary to this main purpose, several others at once follow:

1. To compile the necessary information on exemplary programs and areas of need which would enable administrators to provide true equality of educational opportunity to all the youth of Maryland.
2. To provide the empirical framework within which the Maryland Accountability Program assessment results can be appropriately interpreted.
3. To pioneer a methodology of process study which could serve as a beacon for Local Education Agencies to follow on their own volition and initiative.

Even with such rather narrowly defined purposes, the study might easily explode into an unwieldy conglomerate of disjointed and obtrusive activities, unless carefully defined limits are placed on its scope of operations.

An important source of delimitations on the Process Evaluation study is another study, also to be conducted under auspices of the Maryland State Department of Education, called "Project Star." This study is focused on the reading programs in Maryland schools and is aimed at the specific goal of improving these programs, particularly in those schools which are located at the extreme low end of the reading scores residual

distribution. In fact, the original plans and procedures for "Process Evaluation" as such, have been merged with Project Star, so that now a single effort by the Maryland State Department is under way with the following objectives:

1. Identify what procedures a school is using already to meet each standard listed in the publication "Standards for Successful Reading Programs, MSDE, 1976.
2. Write a change plan which identifies in priority order intended outcomes needed to bring a school's reading program into compliance with each standard.
3. Use a monitoring system for documenting when the intended outcomes become observed outcomes.
4. Sample selected in-school variables which may cause poor or excellent reading programs. Among these variables are: student background, classroom practices, teaching conditions, physical plant characteristics, school climate, and human/financial resources.

The Iowa and the Maryland Functional Test results are the only State-wide measures of achievement made available through the Maryland Accountability Program. Published on a school-by-school basis, these scores have attracted the attention of the legislators, the news media, the school community, and the general public. Comparative judgments are being made, whether justified or not, as to the existence of differential achievement levels among the schools. More seriously, because of the false security created by the apparent ability to control for "innate ability" differences, the published residuals are often interpreted as indicators of differential effectiveness on the part of these schools and the programs conducted in them. It is not uncommon to hear sighs of relief among the interested public associated with a school, merely because the school had "positive residual", or, for that matter, to hear moans of despair or angry disclaimers in the case of negative residuals. And this is not even speaking

of schools that are in the upper or lower five per cent of the residual distribution! And yet, time and again it has been pointed out that these residuals carry no diagnostic information but are, at best, barometric indicator-dials which may or may not give indications of extreme conditions in the educational climate of a school. Surely, school means on a standardized achievement test cannot serve as the sole, necessary, and sufficient indicators of the quality of education. That schools will be compared somehow, by someone, is perhaps inevitable in our open, democratic society, which accepts the notion of competition as a challenge, appreciates the value of quality education for all its citizens, and demands optimum performance of its public institutions. The meaning of those indicators we have must be clearly understood, many additional ones will have to be provided, and calm rational judgments formed about the data in view of all available evidence. That this proposed study constitutes a beginning toward such a direction in the state of knowledge about our schools is perhaps its strongest rationale.

6.1 Maryland's Financial and Accounting Procedures

Early in 1972, the State Board of Education appointed a committee to review the U.S. Office of Education Handbook II, Revised, Financial Accounting for Local and State School Systems, and to make recommendations to the State Board regarding its use for schools in Maryland. The committee recommended that the State Board adopt Handbook II, Revised as the financial reporting manual for Maryland Public Schools. This recommendation, if adopted, would have changed local budgeting procedures and altered the existing fiscal relationships among local boards of education and local fiscal authorities. The recommendation was overwhelmingly rejected.

As a result, the State Superintendent appointed a new committee to revise the existing Financial Reporting Manual for Maryland Public Schools to incorporate the new program concepts of Handbook II, Revised but without violating local fiscal relationships.

On June 30, 1976, the completed manual was officially adopted by the State Board of Education.

The approved manual provides for complete program accounting and reporting and does not alter existing fiscal reporting law (See Figures 6.1 and 6.2).

6.1 MARYLAND FINANCIAL REPORTING MANUAL

Categories of Expenditure

01.00	Administration
.10	General Support Service
.11	Board of Education
.12	Executive Administration
.50	Business Support Services
.51	Facilities Acquisition and Construction
.52	Other Business Support Services
.60	Centralized Support Services
02.00	Instruction
.10	Regular Programs
.11	Art
.12	English Language Arts
.13	Foreign Language
.14	Industrial Arts
.15	Mathematics
.16	Media Services
.17	Music
.18	Physical Education
.19	Science
.20	Social Studies
.21	Driver Education
.22	Regular Day School
.23	After School
.24	Summer School
.25	Other Regular Programs
.30	Special Programs
.31	Special Education Programs for the Handicapped
.32	Resource Rooms Programs
.33	Self-Contained Classrooms
.34	Home and Hospital Teaching
.35	Other Programs for the Handicapped
.36	Other Special Programs
.37	Programs for the Gifted and Talented
.38	Programs for the Culturally Different
.40	Adult Education
.41	School Administration
.42	Regular and other Special Programs
.43	Special Education - Self-Contained Schools Only
.50	School Instructional Support Services
.51	Instructional Direction Services
.52	Regular and other Special Programs
.53	Special Education
.55	Improvement of Instructional Services
.56	Regular and other Special Programs
.57	Special Education
.58	Professional Media Support

6.1 MARYLAND FINANCIAL REPORT MANUAL - (Cont'd)

.60	Other Services
.61	Guidance
.62	Regular and other Special Programs
.63	Special Education
.64	Psychological Services
.65	Regular and other Special Programs
.66	Special Education
.67	Speech, Language, Audiology
.68	Regular and other Special Programs
.69	Special Education
.70	Diagnostic and Prescriptive Services
.71	Regular and other Special Programs
.72	Special Education
03.00	Pupil Personnel Services
.01	Regular and other Special Programs
.02	Special Education
04.00	Health Services
05.00	Pupil Transportation
.01	Regular Transportation Program
.02	Handicapped Pupil Transportation Program
.03	School Activities Transportation Program
06.00	Operation of Plant
07.00	Maintenance of Plant
.01	Repair Maintenance
.02	Preventive Maintenance
.03	Minor Modernizations and Alterations & Code Corrections
08.00	Fixed Charges
09.00	Food Service
10.00	Student Body Activities
11.00	Community Services
.01	Regular Community Services
.02	Nonpublic Handicapped Pupil Transportation Services
.03	Nonpublic Nonhandicapped Pupil Transportation Services
12.00	Capital Outlay
13.00	Debt Services
14.00	Outgoing Transfers
	Payments to Other Governmental Units (In-State)
	Payments to Other Governmental Units (Out-of-State)
	Payments to Private Schools for Handicapped Children
	State Funds
	Local Funds
	Transfers of Funds

6.2 MARYLAND FINANCIAL REPORTING MANUAL

Objects of Expenditure

.0100	Salaries and Wages
.0200	Contracted Services
.0201	Repair and Maintenance for Vehicles
.0202	Private Operators
.0203	Public Carriers
.0204	Bus Inspection
.0205	Physical Examinations of Bus Drivers
.0206	Other
.0300	Supplies and Materials
.0301	Text Media
.0302	Library Media
.0303	Gasoline and Oil
.0304	Parts
.0305	Other
.0400	Other Charges
.0401	Travel Expenses
.0402	Employee Retirement
.0403	Social Security
.0404	Other Employee Benefits
.0405	Other Insurance and Judgments
.0406	Rent
.0407	Other
.0500	Land, Building, and Equipment
.0501	Vehicles - Additional
.0502	Vehicles - Replacement
.0503	Equipment - Additional
.0504	Equipment - Replacement
.0505	Alterations - Buildings
.0506	Site Improvements

The Instruction category will be divided into pre-kindergarten through grade six or any combination thereof, middle schools, and junior-senior high schools. The Capital Outlay category will be divided into these same three levels plus administration.

Initially, program cost-reporting for accountability purposes will be at the level of the school system. Information for programs as outlined in the previous figures will show sufficient details for system-by-system comparisons of total and per-pupil costs. These data will be available for Fiscal Year 1978 and will appear in the Maryland Accountability Program (MAP) Report to be published in January 1979. In the interim, selected system-level data from those school-systems which conform to data categories used in the new manual will be collected for Fiscal Year 1976 and will be reflected in the January 1977 report. In addition, the Department plans to request data by individual schools from those school-systems which are capable of producing such data for the MAP Report, Year IV, January 1978. Until such time as sample data which can be analyzed is available, it is not known whether or not it is advisable to attempt to report at the school level. Should analyses show that school-level data is indeed reliable and valuable, a request for the reporting of such data will be made. This step is contingent upon the ability of all local educational systems to develop or purchase the computer capabilities to accommodate the necessarily large volume of fiscal data processing.

At present two local school-systems, Anne Arundel and Baltimore Counties, have voluntarily agreed to provide program expenditure data according to the format of the revised manual. It must be remembered that implementation of the revised manual is not required before FY-1978.

These data will be analyzed and reviewed as the program cost component of the Maryland Accountability Program develops.

CHAPTER 7

SPECIAL-EDUCATION COMPONENT

SPECIAL-EDUCATION PROGRAM ACTIVITIES IN MARYLAND

Introduction

The implementation of the Special-Education Bylaw 13.04.01.01, Programs for Handicapped Children, and the Judicial Decree rendered by Judge Raine have continued to have a profound effect on Special-Education programs within the State of Maryland. These two documents mandate that the State of Maryland and its local school systems must provide a free, publicly-supported, and appropriate educational program for all handicapped children in the State of Maryland. This legislative and judicial foundation has been expanded during the past year. The report from the Governor's Commission on Funding Special-Education and recent State legislation have clearly delineated the State and local fiscal resources necessary to bring fulfillment to the mandate of educational programs for all handicapped children. The legislation requires for the first time a complete State-wide identification of the Federal, State, and local funds being utilized for Special-Education Programming.

LEA Impact

Section 106D(g), Article 77 of the Annotated Code of Maryland, specifies the LEA funding formula for State Special-Education funds and states:

106E-6 Review and Modification of Formula

"The State Board of Education shall review the application of the funding formula provided in this chapter each year in light of the programs required under Section 106D, and shall, on or before September 30 of each year make a report

to the Governor and the General Assembly. This report shall include, but shall not be limited to (1) The actual cost and number of nonpublic placements by county (2) the amount of excess cost expended by county from (A) Federal, (B) State, and (C) local funds; (3) the incidence rate of handicapped children and the percentage being served by county; and (4) an analysis of the funding program provided for in this act as to its cost and effectiveness in providing special educational services to the handicapped children in Maryland. If the Board finds that, because of the new information or changed circumstances, the formula has or will become inequitable or inadequate, it shall recommend appropriate modifications to it."

This legislation specifies the requirement for the local school systems to prepare a comprehensive plan for the development of special-education programs. The "76" Comprehensive Plans provide extensive pupil data, staffing data and financial data.

The predictable funding formula specified in law, the Special Services Information System, and the LEA Comprehensive Plans provide the tools to identify the actual fiscal resources being utilized for special-education programming. It is also recognized that the identification of fiscal resources, the additional five million dollars being provided annually, and the forthcoming federal resources being generated by P.L. 94-142, provide the State and the local school-systems with the funds required to begin to expand services to all children.

The Division of Special-Education, sensitive to these influences, reorganized the Division in February 1976. At that time, the Division of Special-Education formed three units -- Program Administration Section, Program Development Section, and the Technical Services Section. This reorganization gave recognition to the aspects of fiscal accountability by establishing appropriate objectives.

By November 1978, the Division of Special-Education will have completed program audits and fiscal analysis of Special-Education services in each of the local educational agencies and institutions using the adopted evaluative criteria and indicators.

Program Development

The Division of Special-Education has established major objectives for the next five years in order to achieve free, publicly-supported, and appropriate educational programs for all handicapped children.

1. Extending services to children of school age who now receive regular educational services but who have been identified as in need of special educational services which they are not now receiving;
2. Extending services to preschoolers in need of special education; and
3. Improving quality of existing services which will require additional staff and teacher training for improved skills.

Continuum Evaluation

The present priority of the Division of Special-Education and the Legislation to identify and analyze the fiscal resources in Special-Education has not overshadowed the need for program accountability. The Continuum program has completed its first of a two-year extensive program evaluation. In this evaluation study, the focus of interest was student improvement in basic concepts, reading, and mathematics. Some attention was paid to the program's effect on work habits and classroom behavior.

1. Student development in basic concepts was measured by the Boehm Test of Basic Concepts, in grades K through 3;
2. Progress in reading and mathematics was assessed by the Silvaroli Classroom Reading Inventory, the Comprehensive Test of Basic Skills and the Iowa Test of Basic Skills; and
3. Work habits and classroom behavior were rated with a specially-constructed "Pupil Behavior Inventory."

The major findings in this evaluation study were these:

1. The results on the Boehm Test of Basic Skills show a major improvement for all grade levels tested. Kindergarten pupils obtained an average gain of 11.7 points on the test, which means they moved from well below their expected scores (30th percentile) to well beyond (70th percentile or better). Similar successes were scored by the students in grades 1 through 3, showing an average progression from the lower quartile (25 percentile) to the upper quartile (75 percentile) as measured by the test's National Norm Sample;
2. The results on the Classroom Reading Inventory showed a uniform increase in test scores at all grade levels. Of the 611 students who took both the pre- and post-test, some 63 percent achieved strong positive gains, many of which were commensurate with one or two grade-level increases in performance. On the average, taking all grades together, the grade equivalent advancements made by the students equaled 1.14 years of normal schooling. This represents a major triumph for such students who would otherwise be expected to fall behind each year;
3. The results on the Comprehensive Test of Basic Skills displayed a strong uniform pattern of gain scores, on all grade levels. The range of these gain scores was 25.3 points for kindergarten pupils, to as much as 64.1 points for the third-graders. In terms of grade equivalents, the gain scores are as follows:

Grade 2:	from 1.6 to 2.3
Grade 3:	from 1.9 to 2.8
Grade 4:	from 2.6 to 3.3
Grade 5:	from 3.1 to 3.9
Grade 6:	from 3.3 to 4.8

When it is remembered that these grade equivalents are based on norm samples of mainstream pupils in regular classrooms, without any control for intelligence or socio-economic background, it is at once apparent that the above results are most satisfying. In all grades the past trend for the average student of falling behind peer performance has been arrested, and in most cases has been transformed to catching up by accelerated achievement;

4. Use of the Iowa Test of Basic Skills results on grades 3 and 5 permitted a direct comparison of the results obtained by the students in the Continuum Programs with National and Maryland norms. Analysis of the data showed that on the subtests Vocabulary, Reading Comprehension, Language Total and Mathematics Total, the Continuum Program, pupils exceeded the Maryland norms in most cases. In terms of grade-equivalent differences, a summary of these data looks like this:

	Continuum Scores Compared with Maryland Norms	
	Grade 3	Grade 5
Vocabulary	-.1	+.3
Reading Comprehensive	-.1	+.5
Language Total	.0	+.2
Mathematics Total	+.3	+.5

5. A pupil-behavior inventory was devised by REIS. The data on the Pupil-Behavior Inventory demonstrated a uniform, positive effect on the Continuum Program on all grade levels. Average scores ranged from 1.8 in grade 5 to 2.3 in grade 4 on a scale from 1-5 for which the lower the score the better, with 3.0 being a ceiling of acceptability.

In general, the overall results of the evaluation were most encouraging. A strong pattern of gain scores was observed in all schools at all grade levels. As is to be expected with

¹ See Appendix F for explanation of Maryland Norm.

as many schools and pupils as were involved in the study, some variation among levels of improvement was observed among the individual students, among the school averages, and among the various grades. However, it can be concluded from the data that the Maryland Continuum Program was highly successful in raising the performance levels of students who received its services.

Marley Glen Project

A project in accountability in Special-Education is being conducted at Marley Glen School in Anne Arundel County. A report was generated in the spring of 1976 utilizing the data collected. At all three levels, Primary, Intermediate, and Senior, a checklist of objectives was filled out by the faculty for each student, and tests were administered. The same checklist form was used for all three levels, and so the data gathered from these lists can be compared across levels. The test forms were not at all the same for the different levels. The forms used by Primary and Intermediate were similar, but differed in content, number of items, and wording. Both Primary and Intermediate forms appear to have been drawn from concepts appearing on the checklist. The Seniors used the TOBE forms for General Concepts, Language and Mathematics, standardized test forms having no relationship at all to the checklist or to the test forms used by the other two levels. Tests were not administered to all students; a checklist was filled out for every student.

The tests and checklists constitute duplication of effort to some extent, since essentially the same concepts and behaviors are examined by both instruments. The checklists are, of course, subjectively generated in that they were filled out by the teachers, based on observation and professional opinion. The tests provide a somewhat more objective evaluation of students' abilities. Test scores are simply the number of correct responses on the particular

test. Checklist scores are weighted to correspond to the response categories: Usually (75-100% of the time), Occasionally (21-74%), Rarely (1-20%) and Never, the weighting applied being 3, 2, 1, and 0 respectively.

It is unfortunate that no uniform test form was administered to all students. Data, so generated, could have been compared across levels, and would have established the basis for future achievement testing. The test scores tabulated for this report cannot be compared across levels without performing certain statistical operations on the raw scores which would render the data meaningless to those untrained in elementary statistics. If the program of testing is to be continued, standardization of forms would be a highly desirable change so that the resultant data would be more readily usable. Here are the test-score averages; remember that they cannot be compared across levels:

PRIMARY LEVEL (N=22)			INTERMEDIATE LEVEL (N=71)			SENIOR LEVEL (N=75)	
Area Tested Possible Av.			Area Tested Possible Av.			Area Tested	Av.
Self Care	11	5	Self Care	16	12	Gen'l Concepts	12
Language	101	74	Communication	30	22	Language	17
Mathematics	38	20	Mathematics	49	19	Mathematics	17
Fine Motor	36	24	Vocational	5	3		
Total	186	123	Total	108			

Although the test scores themselves are not very useful, they have provided the means for checking on the accuracy of the observations recorded on the checklists. A rank-difference correlation was performed on a sample (N=20) randomly selected from each level to see whether test results would validate the rather more subjective checklist data. The results:

LEVEL	COEFFICIENT OF CORRELATIONS
Primary	.96
Intermediate	.93
Senior	.85

A coefficient of correlation of 1 (one) indicates complete correlation between the items being compared. The results above are quite high and would seem to indicate good accuracy on the checklists. The lower coefficient for the Senior level could result from either poorer accuracy on the checklists at that level, or from less coordination between the TOBE test forms and the checklists than exists between the Primary/Intermediate test forms and the checklists.

Since the checklists are uniform, and can be compared across levels, and since our coefficients of correlation turned out to be high, the checklist may safely be said to have provided most of the useful information produced by this survey. The checklist itself could use a certain amount of polishing to remove ambiguities from some of the items, and to improve the notation for responses. The number of items in each area might well be reconsidered. Self Care presently has 33, Communication 53, Mathematics 50, and Vocational only 15, less than ten percent of the total of 151. Here are the average weighted scores on the checklists:

	Primary (N=25)	Intermediate (N=71)	Senior (N=121)	School (N=217)	Possible
Self Care	58	81	85	75	99
Communication	74	88	108	90	159
Mathematics	30	57	94	60	150
Vocational	8	22	29	20	45
Total	170	248	317	245	453

The range of scores, from low to high, in each level was:

	Primary	Intermediate	Senior
Self Care	23-80	29-95	36-99
Communication	16-128	2-146	19-159
Mathematics	0-87	1-125	4-144
Vocational	3-9	4-41	4-45
Total	42-285	63-390	88-437

From the tables above, one can see progression from Primary to Intermediate and from Intermediate to Senior. Also, the average for Intermediates is almost as far above the average for Primaries as it is below the average for Seniors, possibly indicating relative accuracy in the procedures by which students are moved from level to level. Conclusions of this or any other sort are really invalid, however, because of the lack of normative data for trainable populations. Nevertheless, the following table of scores for Seniors, broken down according to the level's ability groupings, does produce similar results:

	I	II	III	IV	V	VI	VII	VIII
Average	403	414	348	373	332	273	229	218
Range	372-425	365-437	274-396	332-391	256-392	210-339	131-319	113-318
	IX							
	122							
	88-168							

If the checklists were to be refined and maintained as ongoing records of the growth and development of students, these data might prove very useful in evaluating teaching methods, effects of age on learning readiness, and effectiveness of grouping. The additional use of a uniform test administered to samples at each level as a continuing check on the accuracy of the checklists would also seem logical.

Local Programs in Accountability

Lack of Special-Education Accountability research and the resulting State policies have limited the participation of special-education programs in the State Accountability Program. This has not prevented a few local school systems from collecting data regarding the outcomes of their special-education programs.

Anne Arundel County Public Schools is completing a study on approximately 500 students enrolled in the resource-room program. The study utilized a pre- post-test design on reading achievement indicated on the Cates-MacGinitie Reading Scale. The study compares scores from students receiving two or more periods per day in a resource room with students receiving only one period per day in a resource room. The analysis of this data is not completed at the time of this writing.

Montgomery County Public Schools utilizes a battery of tasks called the Individual Learning Profile, to secure a measure of development resulting from some aspects of special education programs. The county's program began in the 1974-75 school year. The testing includes formal and informal measures of perception, fine motor and gross motor skills as well as language skills. In 1974-75 the special-education teachers, including those in the secondary level, were asked to administer appropriate levels of Otis Lennon Mental Ability Tests, an individual assessment of ability to name letters and articulate consonant and all other sounds, a sound-blending test involving all vowels, major sound-spelling patterns, an informal reading inventory, mathematics whole-number operations diagnostic test, and a writing test. In 1975-76 and 1976-77 teachers have been asked to administer the Otis Lennon Test, and the total auditory, total reading and mathematics computation subtests of appropriate levels of the Stanford Achievement Tests. In both years there was some voluntary and some mandated (by area) continuation of the criterion-referenced reading assignments.

The requirements that an educational-management plan be generated for each student appears to have had a tremendous effect upon pupil-assessment activities. This year there have been orders for literally thousands of the test sheets for the criterion-referenced and informal reading assessments.

Charles County Public Schools has developed a basic system around the child's individual educational-management plan. The child's plan contains the initial data and the referenced objective. The post-test data is obtained through an Objective Reference Measure. The system utilized the form which follows. The following definition of terms provides further information regarding the type of information being gathered.

1. Sequence Number - This is the objective number assigned in our curriculum guide.
2. Specific Objective Numbers - This is the priority number assigned to each objective.
3. Key Words - The teacher writes a few key words from objectives listed in the curriculum. The teacher may also develop her own objectives for her students.
4. Dates - Teacher lists starting and completion time of objectives.
5. Specific ORM Test No. - This identifies the evaluation tool used to determine whether or not the student mastered the objective.
6. Implementer - This indicates what person is responsible for working on the particular objective.
7. Environment - This indicates where the objective will be carried out. For example - regular classroom, resource room.
8. Interaction - This indicates what type of grouping will occur.

BOARD OF EDUCATION OF CHARLES COUNTY
OFFICE OF SPECIAL EDUCATION

<u>SEQUENCE</u>	<u>NUMBER</u>	<u>LOG</u>
-----------------	---------------	------------

STUDENT'S NAME: _____

I.D.# _____

TEACHER: _____

I.D.# _____

[illegible]

While the county feels that the basic system has been established for a county-wide program evaluation, funds and personnel have not been available to collect and analyze the data.

Anne Arundel County Public Schools has developed a proposal for Program-Effectiveness Study in Special-Education Program. Simply stated, the study proposes the utilization of the appropriate instructional objectives presented within the structure of the Board approved Curriculum Guide. Each instructional objective can be coded to the appropriate Primary Level, Intermediate Level, Middle/Junior High Level or Terminal Level. These instructional objectives will be incorporated into a new format for Educational Management Plans for each student in such a way to make the EMP more efficient and also provide a data base for program evaluation. Anne Arundel County personnel are presently exploring funding resources to implement this proposal.

Conciusion

Federal and State laws and a judicial decrees have continued to have impact on special-education programming. Concern regarding the provision of sufficient funds to provide for appropriate educational programs for all handicapped children has resulted in a priority emphasis on fiscal accountability. Program accountability is not being overlooked. Projects in accountability are being conducted with the Continuum program and the Marley Glen Special School. Various local projects are underway in Anne Arundel, Montgomery, Prince George's, and Charles Counties. The evaluation of the procedures and the results of these efforts will provide excellent material for the future development of a State-wide special-education accountability program.

APPENDIX A THE MARYLAND EDUCATIONAL ACCOUNTABILITY ACT

Public School Laws of Maryland

EDUCATIONAL ACCOUNTABILITY

Article 77, Section 28A

28A. Program of educational accountability for operation and management of public schools to be established.

- (a) Education accountability program. The State Board of Education and State Superintendent of Schools, each board of education and every school system, and every school, shall implement a program of education accountability for the operation and management of the public schools, which shall include the following:
 - (1) The State Board of Education and the State Superintendent of Schools shall assist each local school board and school system in developing and implementing educational goals and objectives in conformity with statewide educational objectives for subject areas including, but not limited to, reading, writing and mathematics.
 - (2) Each school, with the assistance of its local board of education and school system, shall survey the current status of student achievement in reading, language, mathematics, and other areas in order to assess its needs.
 - (3) Each school shall establish as the basis of its assessment, project goals and objectives which are in keeping with the goals and objectives established by its board of education and the State Board of Education.
 - (4) Each school, with the assistance of its local board of education, the State Board of Education and the State Superintendent of Schools, shall develop programs for meeting its needs on the basis of priorities which it shall set.
 - (5) Evaluation programs shall concurrently be developed to determine if the goals and objectives are being met.
 - (6) Reevaluation of programs, goals and objectives shall be regularly undertaken.
- (b) Assistance from State Department of Education. The State Department of Education shall assist the local boards of education in establishing this program by providing guidelines for development and implementation of the program by the local boards, and by providing assistance and coordination where needed and requested by those boards.
- (c) Beginning on July 1, 1973, the State Board of Education, upon recommendation of the State Superintendent of Schools, shall include in its annual budget request such funds as it deems necessary to carry out the provisions of this section.
- (d) During January, 1975, and each January thereafter, the State Superintendent of Schools shall transmit to the Governor and to the General Assembly a report which includes, but is not limited to documentation indicating the progress of the State Department of Education, the local boards of education and each school in the State, toward the achievement of their respective goals and objectives and recommendations for legislation which the State Board of Education and the State Superintendent of Schools deem necessary for the improvement of the quality of education in Maryland.
- (e) National standardized testing may not be used as the exclusive measure for evaluating educational accountability. (1972, ch. 359; 1975, ch. 559.)

APPENDIX B STATEWIDE GOALS IN READING, WRITING, AND MATHEMATICS (APPROVED 6/20/73)

Students in the public school systems of Maryland, upon completion of programs in reading, writing, and mathematics established by the local school, should achieve at least a minimum level of skills, and should be able to use these skills in everyday life. The established goals in each of these three areas include:

Goals in Reading

1. UTILIZE A VARIETY OF READING MATERIALS
2. USE A WORD RECOGNITION SYSTEM
3. COMPREHEND VARIOUS READING MATERIALS
4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY
5. SELECT READING AS A PERSONAL ACTIVITY

Goals in Writing

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING
2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY
3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

Goals in Mathematics

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS
2. PERFORM MATHEMATICAL MANIPULATIONS
3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES
4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS
5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS
6. APPRECIATE AND USE MATHEMATICS

Goals in Reading

Each Maryland student, who has achieved the objectives for reading established by the local school, should:

1. UTILIZE A VARIETY OF READING MATERIALS

In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and non-print (e.g., films, records, transparencies, maps, globes, charts).

2. USE A WORD RECOGNITION SYSTEM

The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First, he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

This goal prepares the student to survive in society by helping him to cope with everyday reading experiences, (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes minimum performance levels for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he can and does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the State.

Goals in Writing

Each Maryland student, who has achieved the objectives for writing established by the local school, should:

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING

The essential feature of this goal is free expression. The student has something personal he wants to express for his own use or to communicate to others. Accepted conventions of writing include items like spelling, grammar, usage, and sentence structure, which are generally accepted as correct by society.

2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY

In this goal, the student responds because he has been asked to write or because he finds himself in a situation that requires him to write. This would include social correspondence, business transactions, and scholastic writing. Organization, development, and form of writing would be important as well as the mechanics of writing.

3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

This goal focuses upon attitudes about writing and upon typical writing behavior. The student recognizes the value of writing in his own daily life and for society in general, is willing to write in response to impulse or requirement, and gets satisfaction from writing something well.

Goals in Mathematics

Each Maryland student, who has achieved the objectives for mathematics established by the local school, should:

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS

These are the simplest of mathematical tasks but are an essential aspect of achievement. The level of difficulty in this category will depend more on exposure to the material and on memory than on developed skill.

2. PERFORM MATHEMATICAL MANIPULATIONS

The tasks in this category require the individual to carry out single operations and procedures (or sequences of these) that have been previously learned and are specifically requested. Such tasks will require developed skill but will not require any decision as to which process or sequence of processes is needed (e.g., algorithm). It is in this category that all straightforward computation is included from simple addition to operations with complex numbers; it also includes solution of equations, evaluation of functions, etc. In any case the tasks the individual is required to perform involve only the rote application of learned techniques.

3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES

In this category the individual will perform tasks which include the following possible kinds of translations within a mathematical context:

- Verbal to mathematical (e.g., words to symbols)
- Mathematical to verbal (e.g., symbols to words)
- Mathematical to mathematical (e.g., translating from one kind of representation to another like an equation to a graph of the equation)
- Mathematical to physical (e.g., use of charts to explain fractions)
- Physical to mathematical (e.g., developing formulas for physical)
- Verbal to verbal (e.g., explanation)

4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS

This goal requires the individual to demonstrate the ability to select knowledge, skills, information, and techniques needed to solve a particular problem and to apply such ability in actually solving the problem.

Included will be tasks ranging from routine to unfamiliar, from specific to abstract, and from those whose solutions are straightforward to those which require ingenuity and insight.

Included will be much of the consumer mathematics used by the majority of adults. Also included will be the ability to follow a proof, find a flaw in a proof, and construct a deductive proof (as in a geometry problem).

The common characteristic of tasks in this category will be that they require the individual to analyze a problem and determine a sequence of steps which will lead to a clearly specified outcome (whether the outcome is finding the cost of a purchase or proving a theorem).

5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS

This category is a combination of those mathematical abilities which are open-ended and those which require the use of mathematical techniques and patterns of thought in an independent and constructive way.

Tasks in this category require the ability to transfer and utilize knowledge in new situations, to recognize patterns, to draw conclusions from given data, to plan for the future on the basis of present information, and to use mathematical reasoning to make optimum decisions.

Tasks in this category also require the ability to recognize the existence of a problem, to state it formally, to formulate hypotheses, and to ascertain if the problem has a unique solution. Making judgments about the sufficiency of conditions and the determination of the minimum conditions necessary for proof, the disproof of the hypotheses by counterexample, and proof by induction all come under this heading.

6. APPRECIATE AND USE MATHEMATICS

A. RECOGNIZE THE IMPORTANCE AND RELEVANCE OF MATHEMATICS TO THE INDIVIDUAL AND TO SOCIETY.

This goal does not necessarily involve enjoyment of mathematics or participation in the development of ideas, but rather it focuses on the acceptance of mathematics -- i.e., the individual recognizes that mathematics is necessary whether or not he uses it or enjoys studying it. For example, the individual should recognize the contribution that mathematics has made to the progress of civilization, especially in the sciences. There should also be appreciation of the elegance, economy, and technique of mathematics.

B. ENJOY MATHEMATICS.

Emphasis should be placed on the enjoyment involved in acquiring a knowledge of mathematics and in the satisfaction gained from using it rather than on the amount that is learned. Similarly, it is hoped that the individual would not dislike or fear mathematics.

C. USE THE CONTENT AND TECHNIQUES OF MATHEMATICS.

When the mathematics is relevant and appropriate, individuals should use what they have learned.

D. PARTICIPATE IN THE LEARNING OF MATHEMATICS BEYOND THAT WHICH IS MERELY REQUIRED AND ACTIVELY SEEK TO FURTHER PERSONAL DEVELOPMENT IN THE AREA OF MATHEMATICS.

The goal relates to the individual's development of a curiosity about mathematics as well as a readiness to engage in activities in this area (i.e., independent of school and/or job assignments). In contrast to the objectives in other categories, independent action rather than reaction is stressed. This goal emphasizes that the individual should actively seek participation and further development of his skills in mathematics. This is opposed to merely passing judgment or using the principles learned when this was required.

APPENDIX C

HOW TO USE THE MARYLAND ACCOUNTABILITY PROGRAM REPORT

1. Introduction

The purpose of this chapter is to facilitate a clear understanding of the content and procedures used in the MAP Report without the necessity of referring to the technical explanations provided in Appendix F. This chapter contains all the tools, guidelines and information that are needed to interpret the data found in Chapter 3 and Chapter 4, The Maryland Accountability Information.

The format used here mirrors the structure of Chapters 3 and 4, with tables illustrated successively on the left hand pages. Each table is accompanied by explanatory material on the page directly opposite. The data used in the tables are fictitious and are for illustrative purposes only.

2. Explanation of Tables

The following tables are discussed in this Appendix:

- Table 1. State Level¹ -- Community and Public School Resources Profile (pp. C-2 to C-7)
- Table 2. State Level¹ -- Standard Age Scores and Academic Achievement in Nonverbal Ability in Average Grade Equivalent Scores, by Skill Area and by Grade (pp. C-8 to C-11)
- Table 2A. State Level¹ -- Comparison of Year I (1973-1974), Year II (1974-1975) and Year III (1975-1976) Data in Average Standard Age Scores and Average Grade Equivalent Scores (pp. C-12 and C-13)
- Table 3. School Level -- Community and Public School Resources Profile (pp. C-14 and C-15)
- Table 4. School Level -- School Average Grade Equivalent Scores, By Skill Area, Compared with Maryland Norms Based on School Average Standard Age Scores (pp. C-16 to C-18)
- Table 5. State Level¹ -- Community and Public School Resources Profile (p. C-19)
- Table 6. State Level¹ -- Number and Percent of Students Achieving Competency in the Categories on the Total Test (pp. C-20 and C-21)
- Table 7. School Level -- Community and Public Resources Profile (pp. C-22 and C-23)
- Table 8. School Level -- Percent of Students Achieving Competency in the Skill Categories and on the Total Test (pp. C-24 and C-25)

¹ The Table format for the state level and system level is identical. For illustrative purposes, state level information is used for discussion in Appendix C.

TABLE 1. STATE LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

(SAME AS: TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*)

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED SCHOOL AGE CHILDREN

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES

* SEE PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 1

In presenting state level and local school system level accountability data, it is necessary to describe first the Community and Public School Resources Profile. This table summarizes for the State of Maryland and for each local school system (23 counties and the City of Baltimore) resource characteristics which provide information on basic background factors intimately related to student performance on ability and achievement tests. Placed first, these three categories of Profile data can be used by the reader as a reference source of essential background information which is defined on pages C-3, C-5, and C-7, when examining the succeeding tables on nonverbal ability and academic achievement test results.

A. COMMUNITY CHARACTERISTICS

DEFINITIONS	ILLUSTRATION
(1) TOTAL POPULATION Comprises all persons whose usual place of residence is the State of Maryland (in the table dealing solely with state information) or for particular local units (in each of the county tables.) This figure is a 1974 estimate by the Bureau of the Census. (Usual place of residence is generally construed to mean the place where that person eats and sleeps most of the time.)	(2) (4) (5)
(2) MEDIAN FAMILY INCOME Refers to the amount which divides the distribution of total number of families in two equal groups, one having incomes above the midpoint and the other having incomes below the midpoint. This figure is from a 1974 estimate by the Department of Economic Development, State of Maryland.	Next to student ability, the most extensive literature on achievement-related variables deals with measures of socioeconomic status. Studies listed in Appendix E-3 present strong evidence that variance in school performance is associated with differences in socioeconomic background of the students.
(3) PERCENT DISADVANTAGED SCHOOL-AGE CHILDREN Refers to anyone living in a family with an income of \$5,050 or less (for an urban, nonfarm family of four), based on the 1970 Census, Fourth Count.	(3)
(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS) Refers to educational data on all males 25 years of age or older in the total population being discussed. The median number of school years completed is defined as the value which divides the population group into two equal parts -- one-half having completed more schooling and one-half completed less schooling than the midpoint. This figure is from the 1970 Census.	This statistic provides an estimate of the additional efforts required by state and local school systems to provide special programs and other support services for children of school age who are living under conditions described as disadvantaged. The Federal Government has recognized the need for financial assistance in this area through programs, such as Title I, Elementary and Secondary Education Act, 1965 and Amendments.
(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS) Refers to educational data on all females 25 years of age or older in the total population being discussed. The median number of school years completed is defined as the value which divides the population group into two equal parts -- one-half having completed more schooling and one-half having completed less schooling than the midpoint. This figure is from the 1970 Census.	

TABLE 1. STATE LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

(SAME AS: TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE #)

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1979)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES

* SEE PAGES C-2-C-7, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 1 (Continued)

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER 1975)

DEFINITIONS	ILLUSTRATIONS
(6) TOTAL SCHOOL ENROLLMENT: The number of pupils on the current roll of a school system (or for the total state) as of September 30, 1975.	(6)
(7) AVERAGE TEACHER SALARY: Total annual salaries of school-level professional staff, excluding school-level administrators, divided by total number of school-level professional staff, excluding school-level administrators, expressed in full-time equivalents. (School-level professional staff, excluding school administrators, includes teachers, department heads, guidance counselors, librarians, and therapists.)	Over the last decade, the school-age population has been gradually declining. The trend is presently most noticeable at the elementary level.
(8) AVERAGE SALARY OF SCHOOL-LEVEL ADMINISTRATORS: Total annual salaries of school-level administrators divided by total number of school-level administrators, expressed in full-time equivalents. (School-level administrators include principals, vice-principals, and administrative assistants.	(12)
(9) AVERAGE YEARS TEACHING EXPERIENCE: Total years of teaching experience of school-level professional staff, excluding school-level administrators, divided by total number of school-level professional staff, excluding school-level administrators.	This figure alludes to the number of professional staff members available at the school-level to provide instructional service to children.
(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE: Total years of administrative and/or teaching experience, of school-level administrators, divided by total number of school-level administrators.	In many school systems, professional staff are assisted by para-professionals, aides and volunteers who are not counted in computing this ratio.
(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE: Number of professional staff with Master's Degree or above divided by total number of professional staff, expressed as a percent.	(13)
(12) PUPIL/STAFF RATIO: Number of pupils enrolled (9/30/75) divided by number of school-level professional staff. (School-level professional staff includes school-level administrators, teachers, guidance counselors, librarians, and therapists.)	Where the attendance dips below 90 percent (as a reasonable standard), the question of whether the lack of student attendance is indicative of an attitude towards school in general, and whether this attitude and the concomitant reduction in the time a student is exposed to school instruction is reflected in test scores, needs further investigation.
(13) ATTENDANCE RATE: The average daily attendance during a given reporting period divided by the average daily membership for the period expressed as a percentage.	

TABLE 1. STATE LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

(SAME AS: TABLE 1. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*)

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES

* SEE PAGES C-2 TO C-7 FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 1 (Continued)

C. FINANCIAL CHARACTERISTICS (FOR 1974-75 SCHOOL YEAR)

DEFINITIONS	ILLUSTRATIONS
(14) TOTAL PER PUPIL EXPENDITURES: Computed by dividing current expenditures for instruction, administration, pupil services, health services, pupil transportation, operation and maintenance of plant, and fixed charges, excluding state's share of Teachers' Retirement and Social Security, by Average Number of Pupils Belonging (ANB). (ANB is defined as aggregate days of membership of pupils during the school year divided by the number of days schools were in session.)	(14) This figure represents the average total dollars for current expenditures that a school system spent for the education of each child during the 1974-75 school year.
(15) PER PUPIL EXPENDITURES FOR INSTRUCTION: Computed by dividing the total instructional expenditures, including salaries of school level professional staff, other instructional school staff, and central office instructional staff, as well as expenditures for contractual services, supplies and materials, and other instructional expenditures, by Average Number of Pupils Belonging (ANB).	(16) (18) (20)
(16) PERCENT EXPENDITURES FOR INSTRUCTION: Computed by dividing total current expenditures for instruction (see Item 15) by total current expenditures (see Item 14), expressed as a percent.	It should be noted that total per pupil expenditure (Column 14) includes other expenditures besides those listed here, such as health services and pupil transportation, etc. (See definition (14))
(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION: Computed by dividing salaries of central office administrators, and other administrative staff (excluding the central office instructional and pupil services staff), expenditures for contractual services, supplies and materials, and other administrative expenditures, by Average Number of Pupils Belonging (ANB).	In future years, beginning in Fiscal Year 1978, new state guidelines for financial reporting will ensure greater comparability for cost data.
(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION: Computed by dividing total current expenditures for central office administration (see Item 17) by total current expenditures (see Item 14), expressed as a percent.	
(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES: Computed by dividing the total expenditures for pupil services including salaries of pupil services staff (i.e., counselors, pupil personnel workers, visiting teachers, school social workers, supervisors and directors of pupil services), expenditures for contractual services, supplies and materials, and other pupil personnel expenditures, by Average Number of Pupils Belonging (ANB).	
(20) PERCENT EXPENDITURES FOR PUPIL SERVICES: Computed by dividing total current expenditures for pupil services (see Item 19) by total current expenditures (see Item 14), expressed as a percent.	

STATE OF MARYLAND

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE #

(SAME AS: TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE #)

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORES (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(1) VOCABULARY (ITBS)	3	64055	95.82	879	100.5	16.71	3.56	1.19
	5	64055	95.82					
	7							
	9							
(2) READING COMPRE- HENSION (ITBS)	3	64085	95.90	879	100.5	16.71	3.63	1.27
	5	71712	96.77	862	101.5	16.58	5.29	1.54
	7	72980	90.02	240	101.4	16.68	6.87	1.81
	9	72633	87.23	223	102.1	16.97	8.42	2.00
(3) SPELLING (ITBS)	3							
	5							
	7	72980	89.95	240	101.4	16.68	6.99	2.15
	9							
(4) CAPITAL- IZATION (ITBS)	3							
	5							
	7	72980	89.95	240	101.4	16.68	7.02	2.11
	9							
(5) PUNCTUATION (ITBS)	3							
	5							
	7	72980	89.88	240	101.4	16.68	6.86	2.09
	9							

* SEE APPENDIX C, PAGES C-8 AND C-9, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 2

To provide comparable statewide assessment data, the Maryland Accountability Program (MAP) includes a uniform testing program which requires: (1) that all school systems use eight subtests of the Iowa Tests of Basic Skills (ITBS), and the Nonverbal Battery of the Cognitive Abilities Test (CAT); (2) that students in Grades 3, 5, 7, and 9 be tested; and (3) that all tests be administered in the spring of the year -- March through May.

DEFINITIONS

The ITBS skill areas which are listed vertically on Tables 2, e.g., vocabulary through punctuation on the opposite page, as well as, language usage through mathematical total on the following page, are described in detail in Appendix G of this report.

Column (1) -- To comply with the requirement of the Maryland Educational Accountability Act (see Appendix A) that each school be assessed, Grades 3, 5, 7, and 9 are presently being tested (excluding special education classes).

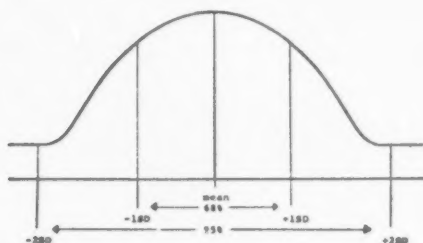
Column (2) -- This column reports the number of pupils on the current rolls of schools as of September 30, 1975. For nongraded schools, results were grouped and reported by nominal grade level, depending upon pupils' birthdates or years of previous schooling, excluding kindergarten.

Column (3) -- This column gives the number of students tested in the spring of 1976 divided by the number of students enrolled 9/30/76, expressed as a percentage. All systems, except Frederick County, tested all their children at the four grade levels. Frederick County utilized a sampling technique in Grades 7 and 9, instead of population testing procedures.

Column (4) -- Schools are included only if they have a Grade 3, 5, 7, or 9.

Column (5) -- Standard Age Score (SAS) is derived from the Cognitive Abilities Test, Nonverbal Battery, Form 1, 1971 edition. This series of tests measures abstract reasoning. Measures of scholastic aptitude are valuable in evaluating student achievement. The mean for the national norm group for Grades 3, 5, 7, and 9 is 100; National Standard Deviation (SD) is 16; and scores for individuals vary from 50 to 150.

Column (6) -- The SD provides an indication of the spread or variability of the scores in the distribution. The distance between one SD below the mean and one SD above the mean includes 68 percent of the cases in a normal distribution; while the distance between two standard deviations below and two above the mean encompasses approximately 95 percent.



Column (7) -- Grade Equivalent (GE) scores are derived from the Iowa Tests of Basic Skills, Form 5, 1971 edition. The GE of a given raw score on any test indicates the grade level at which the typical pupil makes this raw score.

There is a high probability that students who score 100 or more on ability measures, such as the CAT, can be expected to score on grade norm on the ITBS achievement measures.

ITBS NATIONAL NORMS	
Grade 3	3.7
Grade 5	5.7
Grade 7	7.7
Grade 9	9.4

The GE scales vary between subtests. Do not assume that similar scores can be equated directly. Similar GE scores on reading and mathematical subtests do not indicate the same level of performance. For example, consider Joe Doe, who obtained a GE of 4.3 on the vocabulary subtest. Is it correct to say that his vocabulary has developed as far as the third month of the fourth grade? Most emphatically not. Before Joe's score can be interpreted, it must be known in which grade Joe was enrolled when he took the test and in which month of the school year the test was given. If Joe was a third grader and if he was tested in the spring, we can say that Joe did better than average as compared with the third graders in the national norm sample, since in this group the median GE for vocabulary is 3.7 (i.e., half of the norm sample scored 3.7 or better). Is it correct to say that in this case Joe is ten months ahead of his class and should skip a grade (at least in vocabulary)? Again, the answer is no. No one knows how fourth grade students would have performed on this third grade test and there is no way to compare or equate Joe's vocabulary to that of fourth graders. What is more, although GE's look like standard scores, they are not. Hence, such interpretation as "ten months ahead" is quite incorrect. For instance, because the variation of performance on vocabulary is so much greater than that on mathematics, let us say, a GE of 4.7 on a math subtest would represent a much higher standard by national norms (which for math is also 3.7) than the same score on vocabulary.

Column (8) -- Standard Deviation, see discussion above, Column (6).

STATE OF MARYLAND

TABLE 2. STATE LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE + (CONTINUED)

(SAME AS: TABLE 2. SYSTEM LEVEL -- NONVERBAL ABILITY IN AVERAGE STANDARD AGE SCORES AND ACADEMIC ACHIEVEMENT IN AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA AND BY GRADE + (CONTINUED))

SKILL AREAS	(1) GRADE	(2) NUMBER OF STUDENTS ENROLLED	(3) PERCENT OF STUDENTS TESTED	(4) NUMBER OF SCHOOLS TESTED	(5) AVERAGE STANDARD AGE SCORE (SAS)	(6) STANDARD DEVIATION (SD)	(7) AVERAGE GRADE EQUIVALENCE (GE)	(8) STANDARD DEVIATION (SD)
(6) LANGUAGE USAGE (ITBS)	3							
	5							
	7	72980	89.81	240	101.4	16.68	6.97	2.10
	9							
(7) LANGUAGE TOTAL (ITBS)	3	64085	95.28	879	100.5	16.71	4.01	1.24
	5	71712	96.34	862	101.5	16.58	5.53	1.54
	7	72980	88.88	240	101.4	16.68	6.98	1.86
	9	72633	85.51	223	102.1	16.97	8.46	2.06
(8) MATHEMATICAL CONCEPT (ITBS)	3							
	5							
	7							
	9	72633	86.84	223	102.1	16.97	8.74	2.01
(9) MATHEMATICAL PROBLEMS (ITBS)	3							
	5							
	7							
	9	72633	86.77	223	102.1	16.97	8.41	1.98
(10) MATHEMATICAL TOTAL (ITBS)	3							
	5							
	7							
	9	72633	86.30	223	102.1	16.97	8.60	1.88

* SEE APPENDIX C, PAGES C-10 AND C-11, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 2 (Continued)

DEFINITIONS

The ITBS skill areas which are listed vertically on Tables 2, i.e., language usage through mathematical total on the opposite page, as well as, vocabulary through punctuation on the previous page, are described in detail in Appendix F of this report.

Terms used in Columns (1) through (8) are defined on page C-9.

ILLUSTRATIONS

The vocabulary and reading comprehension data (shown on page C-8) and the language total and mathematical total data (on the opposite page) have been printed in bold type because these categories of data are used in subsequent analysis in Tables 2A and 4.

LANGUAGE
TOTAL

MATHEMATICAL
TOTAL

(7)

It should be noted that language total and mathematical total are not ITBS subtests as such, but they are the averages of a set of subtests. For example: At the Grade 9 level, the mathematical total score of 8.60 is the average of the Grade Equivalent (GE) scores listed in Column 7 in Table 2, that is 8.74 in mathematical concepts and 8.41 in mathematical problems. Similarly, at the Grade 7 level, the language total score of 6.98 is the sum of the language usage (6.97), plus the three scores from the previous page, spelling (6.99), capitalization (7.02) and punctuation (6.86), divided by four.

8.74

8.41

8.60

(3)

Note the appreciable decline in "Percent of Students Tested" (Column 3). Does the percent tested reflect the true attendance rate for the school system? What are the implications of the problem of attendance at the secondary levels? Does a student's attitude toward school decline over the time spent in school?

This area has a high priority for future research studies.

(1)

Note that the ability level of Maryland students at all four grade levels is above the CAT national norm group mean of 100:

Grade 3 100.5
Grade 5 101.5
Grade 7 101.4
Grade 9 102.1

Observe the widening gap between Maryland student performance and the national norm groups as we move up the grade ladder. For example, in the language arts skill area, the average Maryland third grader has developed at the first month of the fourth grade (4.01) as measured by the ITBS subtests, while the national norm group of third graders was at the seventh month of the third grade (3.7) as measured on the same instruments. Thus, Maryland children are performing about three months (+.31) ahead of the national sample group of third graders in language arts skill area. However, in the upper grades Maryland's performance in language arts falls below that of the national sample group, as indicated on the following table:

LANGUAGE TOTAL

MARYLAND OBSERVED SCORES	ITBS NATIONAL NORMS		DIFFERENCE
4.01	Grade 3	3.7	Plus three months
5.53	Grade 5	5.7	Minus two months
6.98	Grade 7	7.7	Minus seven months
8.46	Grade 9	9.4	Minus one year

What does this gap indicate? What are the instructional implications of this downward trend in performance? Are the tests a better measure of our elementary curriculum than they are of our secondary or middle school curricula? Do we need to develop better assessment measures that more accurately reflect our curriculum emphases? The development of improved assessment techniques is part of the Action Plan for the Assessment Component of the Maryland Accountability Program. (See Section 1.4.3 for more details.)

STATE OF MARYLAND

TABLE 2A. STATE LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *

(SAME AS: TABLE 2A. SYSTEM LEVEL -- COMPARISON OF YEAR I (1973-1974) WITH YEAR II (1974-1975) AND YEAR III (1975-1976) DATA IN AVERAGE STANDARD AGE SCORES AND AVERAGE GRADE EQUIVALENT SCORES *)

	GRADE	SCHOOL YEAR 1973 - 1974	SCHOOL YEAR 1974 - 1975	SCHOOL YEAR 1975 - 1976
NONVERBAL ABILITY (CAT)	3	99.6	100.5	101.5
	5	100.8	101.5	102.9
	7	101.1	101.4	102.7
	9	102.2	102.1	104.5
VOCABULARY (ITBS)	3	3.52	3.56	3.66
	5	5.25	5.25	5.30
	7	6.91	6.85	6.88
	9	8.60	8.48	8.48
READING COMPREHENSION (ITBS)	3	3.57	3.63	3.73
	5	5.31	5.29	5.33
	7	6.93	6.87	6.87
	9	8.42	8.42	8.41
LANGUAGE TOTAL (ITBS)	3	3.93	4.01	4.14
	5	5.50	5.53	5.63
	7	7.05	6.98	7.06
	9	8.52	8.46	8.49
MATHEMATICAL TOTAL (ITBS)	3	3.61	3.63	3.71
	5	5.53	5.50	5.55
	7	7.23	7.12	7.16
	9	8.72	8.60	8.62

* SEE PAGES C-12 AND C-13 FOR DEFINITIONS OF TERMS AND SPECIAL INSTRUCTIONS FOR INTERPRETING THIS TABLE.

IT SHOULD BE NOTED THAT THE SCORES REPORTED FOR YEAR I, YEAR II AND YEAR III ARE FROM DIFFERENT STUDENT POPULATIONS.

EXPLANATION -- TABLE 2A

This table provides a comparison of the performance of the State of Maryland (or of a local school system) on a set of subtests in Year I (1973-74) with its performance on the same subtests in Year II (1974-75) and Year III (1975-76). The five categories of data that appear here were drawn from preceding Tables 2 of this year's report and from Tables 2 of the MAP Report, 1974-75.

DEFINITIONS

A detailed description of the instruments used to measure non-verbal ability and academic achievement is contained in Appendix F of this report:

- Nonverbal ability, or Standard Age Score (SAS), is derived from the Cognitive Abilities Test (CAT), Nonverbal Battery, Form 1, 1971 edition.
- Vocabulary, reading comprehension, language total and mathematical total are derived from the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition, and they are reported in terms of Grade Equivalent (GE) scores. (See page C-9, Column (7) for more details on GE.)

NON-
VERBAL
ABILITY

ILLUSTRATIONS

Three cautions need to be raised at the outset of this discussion of Table 2A data: first, it is important to note that the scores reported for Year I and Year II are from different student populations; second, simple positive or negative differences in themselves may not be significant; and third, interpretations of Tables 2A should be made with reference to Section 4.1.1, State Level Table 2A.

NONVERBAL ABILITY (SAS)	GRADE 3	99.6 to 100.5	+.9
	GRADE 9	102.2 to 102.1	-.1

As the accompanying sample of state level data illustrates, ability level, or SAS, has changed over the two years. Most notably, at the Grade 3 level, there has been an increase of nine-tenths of a point, and at the Grade 9 level, there has been a decrease of one-tenth of a point.

These changes in the ability level of the Year II population raises several interesting questions as we consider achievement changes in the four ITBS skill areas:

- Was there a "real" decline at the Grade 9 level in mathematical total and vocabulary?
- Similarly, was there a "real" increase at the Grade 3 level in reading comprehension and language total?
- How should we interpret the stable performance in vocabulary in Grade 5 over the two years?

From an analysis of the state level data, which is provided in Chapter 4, Section 4.1.1, opposite Table 2A, it can be reported:

- The observed decreases in mathematical total and vocabulary, at the Grade 9 level are significant decreases, even when the drop in SAS at the Grade 9 level is taken into account;
- It is easy to conclude that the observed increases in reading comprehension (plus .6 or little over half a month) and language total (plus .8, or almost a month) at the Grade 3 level are significant; however, because of the concomitant rise in SAS for Grade 3, these positive difference values are washed out;
- After adjusting Grade 5 on the basis of the increase in SAS, the 5.25 GE score in vocabulary becomes less than the previous year's mean score.

While the data may suggest many relationships, it is important to emphasize that several years, at least five, of data need to be collected before upward or downward fluctuations can be meaningfully interpreted. The present data (Year I and Year II), constitute only a single observation of difference. It will be necessary to carefully monitor these fluctuations and begin to systematically investigate the areas of continuous discrepancy -- whether they be of a positive or of a negative nature. (See discussion of state level Table 2A in Section 4.1.1 for more detail).

SAMPLE COUNTY (SCHOOL A-SCHOOL H)

TABLE 3. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
SCHOOL A	K-6	214	22.5	97.0	8.5	1.0	18.1	23.5	68.4	3.4	15.2	29,967
SCHOOL B	K-6	306	19.2	95.5	15.0	1.0	14.2	18.0	54.8	2.1	14.5	20,419
SCHOOL C	P-6	687	19.6	89.0	33.0	2.0	8.1	21.6	17.1	36.4	8.2	6,612
SCHOOL D	K-6	574	23.0	94.2	24.0	1.0	9.5	31.0	24.0	17.5	10.8	8,475
----- FICTICIOUS DATA -----												
SCHOOL E	K-6	752	21.5	94.9	33.0	2.0	10.4	34.0	11.4	2.6	11.7	11,153
SCHOOL F	K-6	589	16.4	90.9	35.0	1.0	10.2	37.8	22.2	47.2	9.0	5,796
SCHOOL G	K-6	422	21.3	94.5	18.8	1.0	13.1	24.0	20.2	5.4	12.5	14,261
SCHOOL H	K-6	574	20.3	95.9	27.3	1.0	8.2	11.6	20.5	4.5	12.4	12,976

* SEE PAGES C-14 AND C-15 FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 3

Community and Public School Resources Profile information precedes the tables on ability and achievement test results on the individual school-level, as did the state and school system-levels Profile information. In this way, community and school factors can be taken into account by the reader as the tables on ability and achievement test data are examined.

This table summarizes having basic school-community characteristics as of September 1975, for each eligible school (having Grade 3 and/or 5 and/or 7 and/or 9) in a local school system. School characteristics data (Columns (1)-(9)) are supplied by Maryland State Department of Education publications. Community Characteristics data for School Age Children (Columns (10)-(12)) are supplied by Applied Urbanistics, Inc., which updated ES&A Title I statistics from the 1970 Census data.

Tables on individual school-level -- Tables 3 and 4 -- should be treated as a set of intact data for each individual school. Each set of tables is indexed with the schools covered in that set of tables, e.g., Allegany County (Barton - Northeast). All schools are arranged alphabetically within three major divisions: elementary, middle combined and secondary.

DEFINITIONS

Column (1) GRADE ORGANIZATION:

The grade span for an individual school.

Column (2) TOTAL SCHOOL ENROLLMENT:

The number of pupils on the current roll of a school as of September 30, 1975.

Column (3) PUPIL/STAFF RATIO:

Number of pupils enrolled (9/30/75) divided by number of school-level professional staff (school-level professional staff includes school-level administrators, teachers, department heads, guidance counselors, librarians, and therapists.)

Column (4) PERCENT AVERAGE DAILY ATTENDANCE:

The average daily attendance during a given reporting period divided by the average daily membership for the period, expressed as a percentage.

Column (5) TOTAL NUMBER TEACHERS:

Total number of school-level professional staff, excluding school-level administrators, expressed in full-time equivalents. (School-level administrators include principals, vice-principals and administrative assistants.)

Column (6) TOTAL NUMBER ADMINISTRATORS:

Number of school-level professional staff who are primarily engaged in activities which have as their purpose the general regulation, direction, and control of the affairs of a school, expressed in full-time equivalents.

Column (7) AVERAGE YEARS TEACHING EXPERIENCE:

Total years of teaching experience of school-level professional staff, excluding school-level administrators, divided by total number of school-level professional staff, excluding school level administrators.

Column (8) AVERAGE YEARS ADMINISTRATOR EXPERIENCE:

Total years of administrative and/or teaching experience, of school-level administrators, divided by total number of school-level administrators.

Column (9) PERCENT STAFF MASTER'S DEGREE OR ABOVE:

Number of school-level professional staff with Master's Degree or above divided by total number of school-level professional staff, expressed as a percent.

Column (10) PERCENT DISADVANTAGED:

Refers to the percent of children shown to be from poor families, using the Orshansky Index of poverty. The Orshansky Index is based on size of family, farm or nonfarm residence, sex of family head, and family income. This figure is from the 1970 Census, Fourth Count.

Column (11) MEDIAN EDUCATION OF MOTHER:

Refers to median education level of females who are 25 years of age or older.

Column (12) MEDIAN FAMILY INCOME (\$):

Refers to the amount of income which divided the distribution of total number of families in two equal groups, one having incomes above the midpoint and the other having incomes below the midpoint.

ILLUSTRATIONS

Attention is invited to the inter-relationships between the resource data, provided in Table 3, which individually and collectively have been shown to influence student achievement. For example:

(10)

(4)

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State analysis and research studies in the literature demonstrate that there is a strong relationship between Socio-economic Status (SES) variables of these kinds and scholastic aptitude and ability to do school work. Therefore, when there is a high incidence of disadvantaged or low measures of family wealth and/or education, aptitude and achievement of the students can be predicted to be low.

Notice that the resource levels vary substantially among individual schools within the same system, e.g., from 2.1 percent to .2 percent disadvantaged, from 8.2 years to 15.2 years education of mother, from \$1,796 to \$29,967 median family income.

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Where the attendance dips below 90 percent (as a reasonable standard), the question of whether the lack of student attendance is indicative of an attitude towards school in general, and whether this attitude and the concomitant reduction in the time a student is exposed to school instruction is reflected in test scores (see Table 4), needs further investigation.

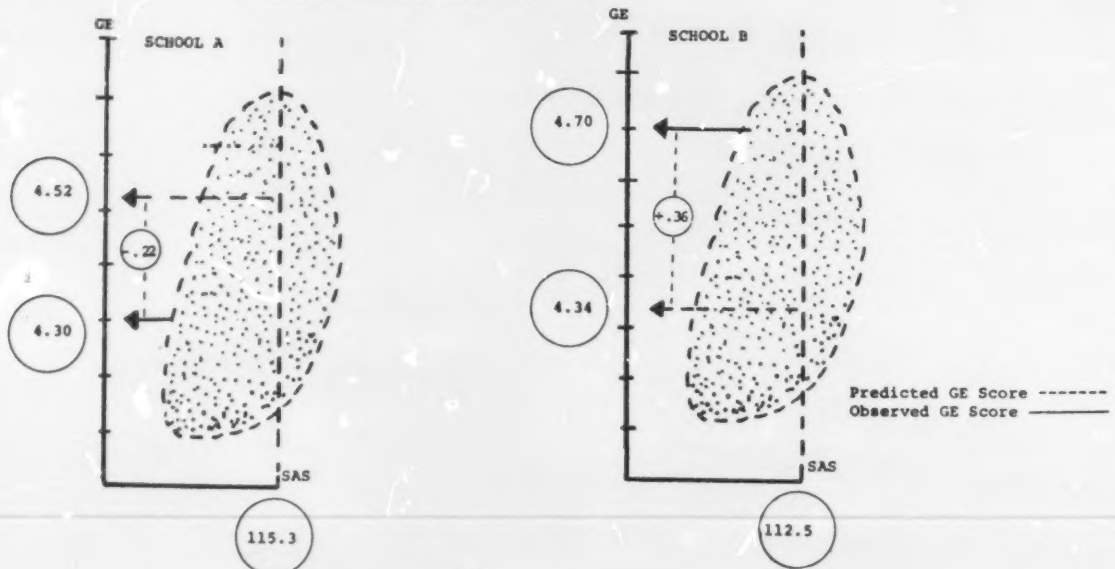
SAMPLE COUNTY SCHOOL SYSTEM (SCHOOL A-SCHOOL H)

TABLE 4. SCHOOL LEVEL -- SCHOOL AVERAGE GRADE EQUIVALENT SCORES, BY SKILL AREA, COMPARED WITH MARYLAND NORMS BASED ON SCHOOL AVERAGE STANDARD AGE SCORES*

SKILL AREA														
SCHOOL NAME	GRADE	VOCABULARY				READING COMPREHENSION			LANGUAGE TOTAL			MATHEMATICAL TOTAL		
		AVERAGE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE	AVERAGE	MARY- LAND NORM	DIFFER- ENCE
		SAS	GE			GE			GE			GE		
SCHOOL A	3	115.3	4.30	4.52	-.22	5.70	4.62	.08	4.90	5.00	-.10	4.30	4.52	-.22
	5	118.1	7.00	6.72	+.28	7.00	6.70	.30	7.00	6.92	+.08	6.60	6.72	-.12
SCHOOL B	3	112.5	4.70	4.34	+.36	4.80	4.44	.36	4.90	4.81	+.09	4.50	4.34	+.16
	5	109.4	6.40	5.95	+.45	6.10	5.96	.14	6.20	6.19	+.01	6.60	5.95	+.65
SCHOOL C	3	96.5	2.25	2.92	-.67 *	2.44	2.96	-.52	2.76	3.35	-.59	2.63	3.06	-.43
	5	89.8	3.94	4.22	-.28	4.02	4.30	-.28	4.31	4.55	-.24	4.42	4.57	-.15
SCHOOL D	3	91.3	3.76	2.97	+.79 *	2.74	3.01	-.27	3.61	3.40	+.21	2.96	3.11	-.15
	5	94.1	4.87	4.60	+.27	4.63	4.67	-.04	5.40	4.91	+.49	4.96	4.91	+.05
----- FICTICIOUS DATA -----														
SCHOOL E	3	103.4	3.40	3.72	-.35	3.38	3.83	-.45	3.54	4.21	-.67	3.51	3.81	-.30
	5	105.3	5.51	5.59	-.08	5.63	5.61	.02	5.42	5.85	-.43	5.34	5.81	-.47
SCHOOL F	3	88.4	2.26	2.79	-.53	2.58	2.82	-.24	2.87	3.21	-.34	2.81	2.94	-.13
	5	87.5	3.35	4.04	-.69	3.98	4.13	-.15	3.59	4.39	-.80 *	3.78	4.41	-.63 *
SCHOOL G	3	94.9	3.62	3.16	+.46	3.64	3.24	.40	3.82	3.62	+.20	3.48	3.32	+.16
	5	100.4	4.70	4.95	-.25	4.92	5.12	-.20	4.90	5.34	-.44	5.05	5.37	-.32
SCHOOL H	3	100.7	3.68	3.57	+.11	3.72	3.66	.06	4.10	4.01	+.09	4.04	3.64	+.40
	5	106.4	5.79	5.50	+.29	6.25	5.65	.60 *	6.53	5.76	+.77 *	6.42	5.80	+.62 *

* SEE APPENDIX C, PAGES C-16, C-17 AND C-24 FOR DEFINITIONS OF TERMS, EXPLANATION OF ASTERISK(*) ACCOMPANYING "DIFFERENCE" SCORES, AND SPECIAL INSTRUCTIONS FOR INTERPRETING THE "DIFFERENCE" SCORES PROVIDED IN THIS TABLE.

ILLUSTRATION OF REGRESSION ANALYSIS PROCEDURE USED IN GENERATING THE MARYLAND NORM



EXPLANATION -- TABLE 4

This table presents a statistical comparison between a specific school's achievement in four skill areas of ITBS and the achievement of other schools in Maryland where grades have the same average tested level of nonverbal ability. Data are presented for: (1) the local school system, for which results from individual schools within the system having Grades 3, 5, 7, and 9 (excluding special education schools) are aggregated; and (2) each such individual school within the system. The nonverbal ability and academic achievement data presented in the tables of this report are based on the average score made by a grade in a school. No data on individual students or individual classrooms were collected by the state. Each local school system collected its own data on individual students and classrooms in relationship to its own needs for program or pupil appraisal and reported by grade for each school for the MAP Report.

DEFINITIONS

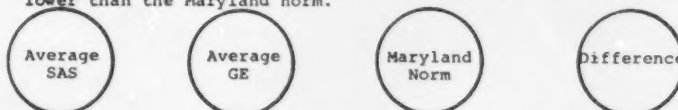
A detailed description of the instrument used to measure nonverbal ability and academic achievement is contained in Appendix F of this report:

- Vocabulary, reading comprehension, language total and mathematical total are derived from the Iowa Tests of Basic Skills, Form 5, 1971 edition, and they are reported in terms of Grade Equivalent (GE) scores. (See page C-9, Column (7), for more details on GE.)
 - Nonverbal ability, or Standard Age Score (SAS), is derived from the Cognitive Abilities Test, Nonverbal Battery, Form 1, 1971 edition. Average SAS is computed by grade for the individual school.
 - GE scores are derived from the Iowa Tests of Basic Skills, Form 5, 1971 edition. The GE of a given raw score on any test indicates the grade level at which the typical pupil makes this raw score.
- Average GE is the average GE score computed for a skill area, such as vocabulary or reading comprehension, by grade for the individual school. (See p. C-18 for the School Grade Equivalent Averages in the ITBS national norm group.)
- Maryland norm is the predicted GE for a school, taking into account the average SAS for that school and the relationship between SAS and GE found in the Maryland data.
 - Difference is the result of subtracting an observed average GE score from the Maryland norm.

ILLUSTRATIONS

One of the activities of the Maryland Accountability Program (MAP) is to investigate the relationship between the Standard Age Scores (an input referred to as SAS), and the GE scores (an output). In order to learn the strength of this link a regression analysis was performed on the data. (See Appendix E for description of this statistical procedure.)

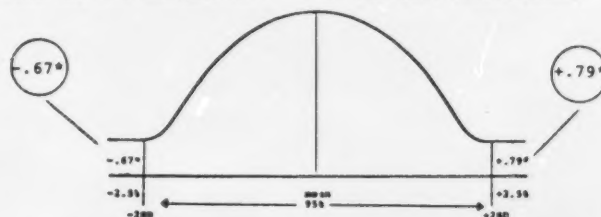
Table 4, an individual school's average GE is compared to a Maryland norm for that school. The actual obtained average GE's for the schools are listed in the Column headed "Average GE", and by a simple subtraction of this number from the Maryland norm for that school (Column "Maryland Norm") the numbers listed in the "difference" column can be obtained. Of course, these differences can be positive, zero, or negative, depending on whether the obtained GE was higher, the same as, or lower than the Maryland norm.



How is the Maryland norm derived? Taking two schools at Grade 3 level that have a respective average SAS scores of 115.3 (School A) and 112.5 (School B), the regression equation permits the computation of a predicted score value in a specific skill area, such as vocabulary; 4.52 for School A and 4.34 for School B, based on their respective SAS scores and the relationship between the SAS and vocabulary GE scores found in the Maryland data. By subtracting the observed GE of each school (4.30, School A) (4.70, School B) from the expected GE score, a difference score results -- for School A, -.22 and for School B +.36. (See p. C-16)

The amount of difference (residual), positive or negative, should not be interpreted as a direct measure of the school's effectiveness or ineffectiveness. By the very nature of the analysis, half the schools will have positive residuals and the other half will have negative residuals. In fact, the average residual of the state is .00 on all subtests. (See Chapter 1, Section 1.5.2 for more details.)

What does the asterisk (*) mean in Table 4? The MAP Report has adopted the practice of placing asterisks by those schools whose residuals are extreme. To be more precise, the top 2.5 percent of the schools having positive residuals were asterisked. Similarly, the bottom 2.5 percent of schools with negative residuals were asterisked. Thus, in total, 5.0 percent of all Maryland schools received asterisks and thereby they form the two extreme ends of the residual distribution.



DISTRIBUTION OF RESIDUALS FOR VOCABULARY GE'S, GRADE 3

It is appropriate to interpret these asterisked residuals as extreme, if only by definition. As such they function as promising indicators of where process evaluation might best begin. Note the interrelationships between the three elements of Maryland's evaluation model discussed in Section 1.5.2: Assessment output measures are regressed against inputs, and the results are used as road signs toward process evaluation.

EXPLANATION -- TABLE 4 (Continued)

SCHOOL GRADE EQUIVALENT AVERAGES IN THE ITBS
NATIONAL NORM GROUP

The chart below provides more precise information about the medians by grade and skill area, for school averages in the national norm group:

Range for Medians of School Grade Equivalent
Averages in the National Norm Group (ITBS)*

	Vocab- ulary	Reading Compr- hension	Language Total	Mathe- matical Total
3rd grade	3.7 - 3.8	3.8 - 3.9	3.9	3.7 - 3.8
5th grade	5.7 - 5.8	5.8 - 5.9	5.8 - 5.9	5.7 - 5.8
7th grade	7.6 - 7.7	7.7 - 7.8	7.7 - 7.8	7.7 - 7.8
9th grade	9.3 - 9.4	9.3 - 9.4	9.4	9.4 - 9.5

* Schools below the range would rank with the lower 50 percent of schools nationally, and schools above the range would rank with the upper 50 percent of schools nationally.

The following chart is designed to assist the reader to identify the general location of a particular school's achievement in relation to the national distribution of school averages by grade and skill area.

Range of School Average GE's Which Would Include
Approximately the Middle 40 Percent of the National
Distribution of School Averages (ITBS)**

	Vocab- ulary	Reading Compr- hension	Language Total	Mathe- matical Total
3rd grade	3.5 - 4.0	3.6 - 4.1	3.6 - 4.2	3.5 - 4.0
5th grade	5.4 - 6.1	5.5 - 6.2	5.4 - 6.2	5.4 - 6.1
7th grade	7.3 - 8.1	7.4 - 8.2	7.3 - 8.2	7.4 - 8.1
9th grade	8.9 - 9.8	9.0 - 9.8	8.9 - 9.9	9.1 - 9.8

** Schools below the range would rank with the lower 30 percent of schools nationally, and schools above the range would rank with the upper 30 percent of schools nationally.

TABLE 5. STATE LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES. *
(SAME AS: TABLE 5. SYSTEM LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES*)

A. COMMUNITY CHARACTERISTICS

(1) TOTAL POPULATION	(2) MEDIAN FAMILY INCOME	(3) PERCENT DISADVANTAGED - SCHOOL AGE CHILDREN
4,089,000	\$13,474	11.24

(4) EDUCATIONAL LEVEL MALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)	(5) EDUCATIONAL LEVEL FEMALES 25 YEARS OF AGE OR OLDER (MEDIAN SCHOOL YEARS)
12.1	12.1

B. SCHOOL CHARACTERISTICS (AS OF SEPTEMBER, 1975)

(6) TOTAL SCHOOL ENROLLMENT	(7) AVERAGE TEACHER SALARY	(8) AVERAGE SALARY OF SCHOOL LEVEL ADMINISTRATORS	(9) AVERAGE YEARS TEACHING EXPERIENCE	(10) AVERAGE YEARS ADMINISTRATOR EXPERIENCE
880,900	\$13,363	\$22,171	10.2	20.3

(11) PERCENT STAFF MASTER'S DEGREE OR ABOVE	(12) PUPIL/STAFF RATIO	(13) ATTENDANCE RATE
28.8%	18.4	92.2%

C. FINANCIAL CHARACTERISTICS (FOR 1974-1975 SCHOOL YEAR)

(14) TOTAL PER PUPIL EXPENDITURES	(15) PER PUPIL EXPENDITURES FOR INSTRUCTION	(16) PERCENT EXPENDITURES FOR INSTRUCTION	(17) PER PUPIL EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION
\$1,262.80	\$911.84	72.2%	\$37.39

(18) PERCENT EXPENDITURES FOR CENTRAL OFFICE ADMINISTRATION	(19) PER PUPIL EXPENDITURES FOR PUPIL SERVICES	(20) PERCENT EXPENDITURES FOR PUPIL SERVICES
3.0%	\$12.06	1.0%

* FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN TABLE 5,
SEE APPENDIX C, PAGES C-2 THROUGH C-7. (TABLE 5, STATE AND SYSTEM
LEVEL DATA IS THE SAME AS TABLE 1, STATE AND SYSTEM LEVEL.)

TABLE 6. STATE LEVEL -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.*

SKILL CATEGORIES	7TH GRADE STUDENTS			11TH GRADE STUDENTS		
	TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY**		TOTAL STUDENTS TESTED	ACHIEVING COMPETENCY **	
		NUMBER	PERCENT		NUMBER	PERCENT
I. Locating Information from Reference Sources	67,384	46,415	68.9	54,844	38,556	70.3
II. Understanding Forms	67,384	41,653	61.8	54,844	43,610	79.5
III. Gaining Information	67,384	37,896	56.2	54,844	44,247	80.7
IV. Following Directions	67,384	48,395	71.8	54,844	45,991	83.9
TOTAL TEST	67,384 (89.8)***	43,928	65.2	54,844 (87.2)***	44,064	80.3

* SEE APPENDIX C, PAGES C-20 AND C-21, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

** "ACHIEVING COMPETENCY" REFERS TO A DESIRED COMPETENCY LEVEL WHERE A STUDENT ANSWERED CORRECTLY AT LEAST 80 PERCENT OF THE ITEMS IN A CATEGORY AND ON THE TOTAL TEST.

*** PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN GRADE SPECIFIED AS OF SEPTEMBER 30, 1975.

EXPLANATION -- TABLE 6

DEFINITIONS

Skill Categories -- This column lists four functional reading categories from which specific types of instructional material was used in the tests.

Total Students Tested -- This column indicates all the students in the State who took the test.

Achieving Competence -- This refers to a desired competence level where a student answered correctly at least 80% of the items in a category and on the total test.

Number - This refers to the amount of students who scored in the desired competency level.

Percent -- This reflects the number, out of 100 students, who achieved the desired competency level.

SAMPLE COUNTY (SCHOOL A-SCHOOL H)

TABLE 7. SCHOOL LEVEL -- COMMUNITY AND PUBLIC SCHOOL RESOURCES PROFILE*

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)	SCHOOL AGE CHILDREN		
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)		PERCENT DISADVANTAGED (10)	MEDIAN EDUCATION OF MOTHER (11)	MEDIAN FAMILY INCOME (12)
SCHOOL A	7-12	214	22.5	97.0	8.5	1.0	18.1	23.5	68.4	3.4	15.2	29,967
SCHOOL B	9-12	306	19.2	95.5	15.0	1.0	14.2	18.0	54.8	2.1	14.5	20,419
SCHOOL C	10-12	687	19.6	89.0	33.0	2.0	8.1	21.6	17.1	36.4	8.2	6,612
SCHOOL D	10-12	574	23.0	94.2	24.0	1.0	9.5	31.0	24.0	17.5	10.8	8,475
----- FICTICIOUS DATA -----												
SCHOOL E	5-8	752	21.5	94.9	33.0	2.0	10.4	34.0	11.4	2.6	11.7	11,153
SCHOOL F	7-9	589	16.4	90.9	35.0	1.0	10.2	37.8	22.2	47.2	9.0	5,796
SCHOOL G	10-12	422	21.3	94.5	18.8	1.0	13.1	24.0	20.2	5.4	12.5	14,261
SCHOOL H	10-12	574	20.3	95.9	27.3	1.0	8.2	11.6	20.5	4.5	12.4	12,976

* SEE APPENDIX C, PAGES C-22 AND C-23, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

EXPLANATION -- TABLE 7

Community and Public School Resources Profile information precedes the tables on ability and achievement test results on the individual school-level as did the state and school system-levels Profile information. In this way, community and school factors can be taken into account by the reader as the tables on ability and achievement test data are examined.

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The average daily attendance during a given reporting period divided by the average daily membership for the period, expressed as a percentage.

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Column (9) PERCENT STAFF MASTER'S DEGREE OR ABOVE:

Number of school-level professional staff with Master's Degree or above divided by total number of school-level professional staff, expressed as a percent.

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Refers to the percent of children shown to be from poor families, using the Orshansky Index of poverty. The Orshansky Index is based on size of family, farm or nonfarm residence, sex of family head, and family income. This figure is from the 1970 Census, Fourth Count.

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Refers to median education level of females who are 25 years of age or older.

Column (12) MEDIAN FAMILY INCOME (\$):

Refers to the amount of income which divided the distribution of total number of families in two equal groups, one having incomes above the midpoint and the other having incomes below the midpoint.

ILLUSTRATIONS

Attention is invited to the inter-relationships between the resource data, provided in Table 3, which individually and collectively have been shown to influence student achievement. For example:

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Where the attendance dips below 90 percent (as a reasonable standard), the question of whether the lack of student attendance is indicative of an attitude towards school in general, and whether this attitude and the concomitant reduction in the time a student is exposed to school instruction is reflected in test scores (see Table 4), needs further investigation.

SAMPLE COUNTY (SCHOOL A-SCHOOL F)

TABLE 8. SCHOOL LEVEL -- PERCENT OF STUDENTS WHO ACHIEVED COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST. †

SCHOOL NAME	GRADE	STUDENTS TESTED		SKILL CATEGORIES				
		NUMBER	PERCENT	LOCATING REFERENCE %	UNDER- STANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
SCHOOL A	7	229	86.0	67.7	70.7	61.1	76.0	69.4
SCHOOL B	7	129	94.2	78.3	69.8	62.8	77.5	72.1
SCHOOL C	7	227	85.9	63.9	78.9	82.8	84.1	81.9
----- FICTITIOUS DATA -----								
SCHOOL D	11	126	85.7	65.9	70.6	75.4	78.6	74.6
SCHOOL E	11	145	91.2	71.9	60.0	50.3	75.2	64.8
SCHOOL F	11	246	72.1	63.0	75.6	70.0	76.8	74.4

† SEE APPENDIX C, PAGES C-24 AND C-25, FOR DEFINITIONS OF TERMS AND SOURCES OF DATA PROVIDED IN THIS TABLE.

Explanation -- Table 8

This table gives, by school, the percentage of students in each grade who answered 80 percent or more of the questions correctly in a skill category and on the total test.

APPENDIX D. SCHOLASTIC APTITUDE AND ACADEMIC ACHIEVEMENT
OF SELECTED COLLEGE-BOUND HIGH SCHOOL SENIORS
IN MARYLAND COMPARED WITH A NATIONAL SAMPLE*

One way of getting an indication of the effectiveness of school systems in Maryland is to compare the performance of Maryland students on the Admission Testing Program (ATP), administered by a nonpublic national organization, the College Entrance Examination Board, with performance of students across the country. The ATP is organized to help higher educational institutions select students for admission.

In the two-battery series of ATP, i.e., Scholastic Aptitude Test (SAT) and Achievement Tests, the mean scores of Maryland high school seniors for the year 1975-76 were generally higher than national norms. Tables D-1 and D-2 present the comparison of Maryland high school seniors with the national sample on the Scholastic Aptitude Test and Achievement Test Scores, respectively.

Table D-1 shows that during 1975-76, the mean of Maryland students for the SAT was one point higher than the national sample for the Verbal Section, but on the Mathematics Section of the SAT, the mean of Maryland students was two points lower than the national sample.

Table D-2 reveals that during the same year the achievement means of Maryland students were 30 points above the national mean for English Composition, 14 points higher in Mathematics Level 1, 18 points higher in Mathematics Level 2, 23 points higher in Biology, 18 points higher in Chemistry, 28 points higher in American History, and 9 points higher in French.

*Source: College Board ATP Summary Reports 1975-76 Maryland Seniors and College-Bound Seniors, 1975-76. Princeton, N.J.: College Entrance Examination Board, Admissions Testing Program.

It may be pointed out, that since the students from Maryland took the test voluntarily, they may not be representative of all high school seniors in the state. However, the consistently higher means for Maryland students as compared with the national sample, with the exception of the math section of SAT, provide some indication of the effectiveness of school systems in Maryland.

STATE LEVEL

Table D-1

SCHOLASTIC APTITUDE TEST (SAT) SCORES OF SELECTED
COLLEGE-BOUND HIGH SCHOOL SENIORS IN MARYLAND
COMPARED WITH A NATIONAL SAMPLE FOR 1975-76

SCORE	VERBAL				MATH			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	86	0	2,464	0	380	1	11,549	1
700-749	301	1	9,824	1	769	3	25,962	3
650-699	711	3	23,212	2	1,364	5	47,385	5
600-649	1,477	5	46,464	5	2,182	7	78,502	8
550-599	2,202	8	73,785	7	3,098	11	105,962	11
500-549	3,590	12	125,314	13	4,310	15	148,710	15
450-499	4,393	15	148,955	15	4,380	15	153,448	15
400-449	5,010	17	172,545	17	3,983	14	137,019	14
350-399	4,836	17	172,001	17	3,666	13	126,798	13
300-349	3,385	12	117,797	12	3,086	11	100,931	10
250-299	2,052	7	70,042	7	1,655	6	51,349	5
200-249	1,222	4	37,386	4	384	1	12,161	1
NUMBER	29,259		999,809		29,257		999,776	
MEAN	432		431		470		472	
STD. DEV.	112		110		122		120	

STATE LEVEL

Table D-2

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-
BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED
WITH A NATIONAL SAMPLE FOR 1975-76

SCORE	ENGLISH COMPOSITION				MATH LEVEL I				MATH LEVEL II			
	MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE		MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
750-800	215	4	5,235	2	105	3	3,997	3	305	28	7,526	23
700-749	448	8	11,193	5	244	7	8,188	5	239	22	5,990	19
650-699	657	12	19,430	9	433	12	15,405	10	243	21	6,549	20
600-649	838	16	28,286	13	613	17	23,911	15	169	15	5,177	16
550-599	905	17	32,035	15	655	18	25,665	16	82	7	3,437	11
500-549	817	15	34,527	16	668	18	30,095	19	34	3	1,377	4
450-499	666	12	31,851	15	472	13	24,442	15	12	1	849	3
400-449	473	9	26,133	12	292	8	16,032	10	20	2	610	2
350-399	236	4	15,051	7	164	4	8,078	5	4	0	389	1
300-349	107	2	6,847	3	41	1	2,268	1	6	1	205	1
250-299	33	1	1,987	1	3	0	239	0	0	0	35	0
200-249	5	0	221	0	0	0	7	0	0	0	9	0
NUMBER	5,400		212,796		3,690		158,327		1,099		32,153	
MEAN	562		532		560		546		683		665	
STD. DEV.	110		111		100		101		91		100	

STATE LEVEL

Table D-2 (continued)

ACHIEVEMENT TEST SCORES OF SELECTED COLLEGE-
BOUND HIGH SCHOOL SENIORS IN MARYLAND COMPARED
WITH A NATIONAL SAMPLE FOR 1975-76

SCORE	BIOLOGY		CHEMISTRY	
	MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%
750-800	38	3	1,661	4
700-749	95	8	2,486	6
650-699	151	13	4,724	10
600-649	168	15	6,120	13
550-599	211	18	6,852	15
500-549	197	17	7,454	16
450-499	139	12	6,585	14
400-449	79	7	4,862	11
350-399	49	4	3,209	7
300-349	17	1	1,290	3
250-299	3	0	281	1
200-249	0	0	17	0
NUMBER	1,147		46,041	
MEAN	566		543	
STD. DEV.	104		113	

SCORE	AMERICAN HISTORY		FRENCH	
	MARYLAND SAMPLE		NATIONAL SAMPLE	
	NUMBER	%	NUMBER	%
750-800	34	3	1,079	2
700-749	48	4	1,699	3
650-699	90	8	3,227	5
600-649	127	11	5,231	8
550-599	167	14	7,613	12
500-549	192	16	10,022	16
450-499	206	18	12,035	19
400-449	154	13	11,335	18
350-399	104	9	7,741	12
300-349	44	4	3,543	6
250-299	7	1	585	1
200-249	2	0	29	0
NUMBER	1,175		64,139	
MEAN	521		493	
STD. DEV.	110		106	

APPENDIX E INFORMATION FROM THE MARYLAND HIGH
SCHOOL GRADUATE FOLLOW-UP STUDY - 1975

The Maryland State Department of Education, Division of Research, Evaluation, and Information Systems, in cooperation with the Division of Vocational-Technical Education and local education agencies, through the Research Coordinating Unit, contacts all seniors exiting secondary-schools to ascertain their intentions upon leaving high school. Six months after spring graduation, a follow-up is conducted to check congruency between anticipated activities and what really occurred. This follow-up serves as an accountability tool to assess how well the high schools are serving their student clientele.

Two new components of the follow-up are anticipated during Fiscal Year 1977-78: employer-based follow-up and dropout follow-up. These components are necessitated by new federal legislation.

The Maryland High School Graduate Follow-up Study has been totally restructured as the Maryland Secondary Follow-up System (Follow-up). Follow-up now uses "fourth generation" computer hardware to make data available 30 to 60 days subsequent to survey. These data are now available in a full "data base" format and may be terminal accessed by the user.

The tables which follow are intended as an interesting introduction to the scope, type, and utility of the data. Table E-1 describes the population. Table E-2 points out vocational program-completion information. Table E-3 describes the post-high-school intentions of FY 1976 seniors. Tables E-4 and 5 present recent high school graduates' perception of the preparation received by them in Grades 10-12 for various courses.

TABLE E-1

Population Description, School Year 1975-76

TOTAL RESPONDENTS	42,676*
RACE	
WHITE	32,623
BLACK	7,562
SPANISH	303
ASIAN	382
AM. INDIAN/ALASKAN	125
UNKNOWN	1,681
SEX	
MALE	19,912
FEMALE	20,409
UNKNOWN	2,355

* Prince George's County's 8,734 seniors did not participate.

TABLE E-2

Seniors Indicating Vocational Program Completion, School Year 1975-76

AGRICULTURE	907
COOPERATIVE-ED	1,783
OCCUPATIONAL HOME ECONOMICS	822
BUSINESS-OFFICE	7,770
DISTRIBUTIVE-ED	1,296
TECHNICAL	1,469
CONSUMER HOME ECONOMICS	3,583
HEALTH	652
TRADE & INDUSTRIAL	4,950

TABLE E-3

Post Graduation Intentions, School Year 1975-76

IN-STATE COLLEGE	14,925
OUT-OF-STATE COLLEGE	5,684
4-YEAR COLLEGE	12,647
US MILITARY ACADEMY	350
COMMUNITY COLLEGE	8,087
VOC, CAREER, TRADE SCHOOL	3,908
BUSINESS SCHOOL	706
2-3 YEAR NURSING SCHOOL	666
ART, DANCE, MUSIC SCHOOL	702
OTHER NON-DEGREE ED	999
ENLIST IN ARMED FORCES	2,130
EMPLOYED RELATED	5,290
EMPLOYED UNRELATED	6,656
UNAVAILABLE FOR WORK	1,360
AVAILABLE BUT NOT EMPLOYED	8,526
APPRENTICESHIP PROGRAM	936
ON-JOB TRAINING PROGRAM	1,707

STATE LEVEL

TABLE E-4

RESPONSES OF MARYLAND 1975 HIGH SCHOOL GRADUATES
REGARDING THE PREPARATION RECEIVED IN GRADES 10-12
FOR VARIOUS COURSES

RESPONSES	PREPARATION RECEIVED		
	ART	PHYSICAL ED.	GENERAL BUSINESS
	PERCENT	PERCENT	PERCENT
EXCELLENT	10.8	28.4	13.5
SATISFACTORY	16.0	45.4	18.8
UNSATISFACTORY	2.6	6.1	2.2
DOES NOT APPLY	57.1	9.7	51.9
NO RESPONSE	<u>13.4</u>	<u>10.4</u>	<u>13.6</u>
TOTAL	100.0	100.0	100.0
	MUSIC	SCIENCE	MATHEMATICS
	PERCENT	PERCENT	PERCENT
	PERCENT	PERCENT	PERCENT
EXCELLENT	12.3	25.5	26.0
SATISFACTORY	17.7	53.1	50.9
UNSATISFACTORY	2.9	8.0	10.9
DOES NOT APPLY	57.6	3.7	2.7
NO RESPONSE	<u>13.4</u>	<u>9.8</u>	<u>9.5</u>
TOTAL	100.0	100.0	100.0
	ENGLISH	FOREIGN LANG.	SOCIAL STUDIES
	PERCENT	PERCENT	PERCENT
	PERCENT	PERCENT	PERCENT
EXCELLENT	21.4	11.9	24.5
SATISFACTORY	56.6	33.5	54.6
UNSATISFACTORY	12.2	11.5	7.6
DOES NOT APPLY	.6	31.5	3.2
NO RESPONSE	<u>9.1</u>	<u>11.6</u>	<u>10.2</u>
TOTAL	100.0	100.0	100.0

STATE LEVEL

TABLE E-5

RESPONSES OF MARYLAND 1975 HIGH SCHOOL GRADUATES
REGARDING THE PREPARATION RECEIVED IN GRADES 10-12
FOR VOCATIONAL/TECHNICAL EDUCATION

	PREPARATION RECEIVED			
	BUSINESS	DISTRIBUTIVE	TECHNICAL	
	PERCENT	PERCENT	PERCENT	
EXCELLENT	9.5	1.9	2.1	
SATISFACTORY	8.0	2.0	1.9	
UNSATISFACTORY	1.0	.5	.6	
DOES NOT APPLY	54.7	67.5	67.5	
NO RESPONSE	<u>26.8</u>	<u>28.2</u>	<u>27.9</u>	
TOTAL	100.0	100.0	100.0	
	HEALTH	TRADE/INDUSTRIAL	CONSUMER	
	PERCENT	PERCENT	PERCENT	
	EXCELLENT	2.9	3.6	1.6
	SATISFACTORY	5.5	2.6	2.4
	UNSATISFACTORY	1.2	.7	.6
	DOES NOT APPLY	62.5	65.7	67.1
	NO RESPONSE	<u>27.8</u>	<u>27.4</u>	<u>28.3</u>
	TOTAL	100.0	100.0	100.0
	AGRICULTURE	INDUSTRIAL ARTS	HOME ECONOMICS	
	PERCENT	PERCENT	PERCENT	
EXCELLENT	1.1	8.6	13.8	
SATISFACTORY	1.3	10.6	17.9	
UNSATISFACTORY	.6	1.6	2.1	
DOES NOT APPLY	69.0	65.6	53.2	
NO RESPONSE	<u>27.9</u>	<u>13.7</u>	<u>13.6</u>	
TOTAL	100.0	100.0	100.0	

APPENDIX F THE USE OF REGRESSION ANALYSIS IN THE MARYLAND ACCOUNTABILITY PROGRAM

1. Purpose of the Regression Analysis

The results of the accountability testing program reveal a high degree of variability in the average levels of performance among Maryland's public schools. For example, in the ninth grade, the average grade equivalent (GE) score in vocabulary, by school, ranges from a low of 5.93 to a high of 10.95, with a mean of 8.43 and a 1.01 standard deviation. Approximately 95 percent of the schools attained average GE levels in vocabulary between 6.41 and 10.45, and approximately 68 percent of the schools attained average GE levels between 7.42 and 9.54 for their ninth grades.

The primary purpose of regression analysis in this report is to account for or explain a maximum percentage of such observed variation in school performance levels in terms of related student background variables. A secondary purpose is to adjust the observed school means to a new set of means from which the explained variance has been removed. Ostensibly, much of the residual variance, still present in these adjusted means, would then be the result of school installation and process variables (objectives, program effectiveness, staff, or facilities). Of course, the success of the procedure depends on the particular student background variables entered in the regression equation, the strength of their relationship with the performance criterion measure (with the process variables), and the amount of inevitable error. Still, to the extent that a regression analysis is found to be successful, it serves to resolve the following dilemma: schools with roughly equal, unadjusted mean achievement scores may well vary widely with respect to their installation and process variables; conversely, schools which are equivalent with respect to their

installation and process variables may well display roughly equal test performance levels. Thus, a regression analysis permits the estimation of school effectiveness with some protection against the confusion of student background variables.

2. The Choice of Student Background Variables

Even a cursory inspection of the literature suggests an almost endless array of background variables which influence achievement: race, sex, age, family structure, student ability, measures of socioeconomic status (SES), attitude, motivation, self-perception, aspiration intention, and expectation. These and other variables have been shown to be related to student performance.

Armor (1972), Coleman (1966), and Mayeske (1973) have shown in separate studies that up to 10 percent of the variation in school performance can be explained by ethnic and racial determiners. Comber and Keeves (1973), Plowden (1967), and Purves (1973) have shown the influence from sex and age differences, even when grade levels are held constant. Bachman (1970), Coleman (1966), and Mayeske (1973) demonstrated that some achievement variance can be accounted for by family structure differentiation such as home intact vs. broken, number of children, and head of household.

Perhaps the best known and most widely employed correlate of achievement is student ability. An enormous number of studies on these relationships is extant in the literature. Excellent summaries may be found in Bryant, Glaser, et al. (1974), Hauser (1969), Hanushek (1970), and the New York University (1972).

In general, it is found that student ability is a strong predictor of achievement. However, it has also been found that estimating ability, apart from achievement, is extremely difficult. The unavoidable compounding of these variables in the measurement process has led to problems in interpretation.

In the recent past, the term "IQ" and the concept of intelligence assessment have given rise to considerable controversy. For this reason, a measure called "Standard Age Score" (SAS), which is computed from the Nonverbal section of the Cognitive Abilities Test (CAT), was chosen as a viable alternative. In terms of its relationship to achievement, SAS has been shown equivalent to IQ. In fact, scores on the nonverbal ability test are considered by some scholars to be indicators of intelligence.

The most extensive literature on achievement-related variables, next to student ability, deals with measures of socioeconomic status. The New York University Study (1972), Eason, Gary, and Grawford (1969), Husen (1972), Reiss (1961), and Thorndike (1973) give excellent summaries. All present strong evidence that variance in school performance is associated with differences in the socioeconomic backgrounds of the students.

A number of studies, (see Bryant, Glaser, et al., 1974), has shown a partial dependence of student performance on personal characteristics, such as those mentioned above.

In the last three decades, many indices have been developed to estimate SES. However, most of these can be shown to measure the same underlying factor. It appeared from the literature search that the two measures, "Mother's Education" (SES 1), and "Family Income" (SES 2), were most efficacious. Hence, the MSDE decided to use these.

Given the vast number of alternative choices for the inclusion of related variables in the regression equation for student performance, the naive approach might well consider inclusion of them all. However, two objections at once rule out such an approach. First, the cost, time, and effort which would be required to collect and analyze that much data is simply prohibitive. Second, as it turns out, all these various measures of student background are highly intercorrelated. Now, it is in the very nature of regression analysis to detect these intercorrelations and remove from the achievement only that variance which can be attributed to these variables "independently," that is, without "double dipping" due to overlap in relationships. As a result, it was found that once one or two variables related to achievement have been entered into the equation, little or no additional variance is accounted for by inclusion of further variables. Because a review of the literature indicated the two most promising background variables to be student ability and SES, and because data collection of measures on these variables appeared to be most feasible, the Maryland State Department of Education (MSDE) decided on them for the analysis of Year I (1974) data.

In the present analysis, Year III (1975-76), the independent variables were restricted to the average school Student Age Scores (SAS) only. The reasons for this restriction are twofold: 1) the SES variables (mother's education and family income) which are drawn from the Fourth Count, 1970 Census data that were collected in Spring 1969, can seriously be challenged as accurate measures of the present school populations; and 2) during last year's analysis, it was observed that the two SES variables (mother's education and family income) made a negligible independent contribution to the regression except for vocabulary in Grades 3 and 5, and reading in Grade 5. Although strongly correlated

with achievement, these SES variables were highly correlated with SES in such a way that they could not account for any significant variance in achievement once SAS had been removed. It follows that the time and expense required for the collection and analysis of such data simply was not warranted.

3. Some Terminology and Computational Procedures

In regression analysis, distinction is made between "dependent" and "independent" variables. The dependent variables are often referred to as "criterion measures" or, simply, "criteria." The independent variables are usually called "predictor variables" or, simply, "predictors." In the accountability study, the criteria are the school average GE's for the various subtests of the ITBS. The predictors comprise the SAS as discussed in the previous section.

To avoid confusion, it is important to clarify the sense in which the terms "predictor" and "criterion" are being used in the regression analysis. Frequently, a statistician is given the scores on several predictors for a subject with unknown criterion performance. It is then required to "predict" a probable score on the criterion on the basis of the predictor scores. In the accountability program, all criterion scores are known. Hence, there is no "prediction" of these scores in the ordinary sense of that word. The logic here would be to suppose a school's average SAS equals exactly the state's average SAS. Then, given a strong relationship between SAS and a particular GE, that school's average GE "ought to," or is "predicted to", lie close to the average GE for the state. Similarly, for a school with an average SAS well above that of the state's, that school's average GE "should" lie

well above the state's average GE and, finally, a school with average SAS below the state's is "expected" to obtain an average GE below the state. These relative SAS and GE differentials are not simple proportions. It is precisely the function of the regression equation to compute how much a school's average GE is expected to be above or below the state mean, given the amount by which that school's average SAS is above or below the state's SAS average.

In symbolic language, the following is an exposition of the procedures:

Let Y_i' = the "predicted" GE average on some ITBS subtests for school i ;
 Y_i = the observed GE average on the same subtest for the same school i ;
 X_i = the average SAS for any school in the state;
 $\bar{Y}$ = the mean of all Y_i 's, same subtest;
 $\bar{X}$ = the mean of all X_i 's for the state;
 S_y = the standard deviation of Y in the state distribution;
 S_x = the standard deviation of X in the state distribution;
 r = the correlation between Y and X ;

Then $Y_i' = \bar{Y} + rS_y/S_x(X_i - \bar{X})$

and the "adjusted score" or residual is given by

$$RES_i = Y_i - Y_i'$$

It is easy to show that the variance of these residuals is given by the expression

$$\text{var (res)} = S_y^2 (1 - r^2)$$

from which it follows that the portion of original variance in the school average GE's explained by SAS, and then removed, is given by r^2 , the square of the correlation between a particular GE and SAS.

4. Results of the Regression Analysis

All computations for the regression analysis were performed with the use of the BMD02R computer program. The general characteristics of the results are recorded in this section. Table 4, in the main body of the accountability report, contains a school-by-school listing of the four subtest residuals.

Of the general characteristics, perhaps the most important are the correlations among the ITBS subtests and with SAS, which are shown in the tables on the next page. In particular, the unusually high correlations (range: .816 - .942) between the subtests and SAS on the various grade levels should be noted. Other nonverbal tests of innate ability (e.g., WISC Performance, the Ravens Progressive Matrices, and the Lorge-Thorndike) are known to correlate closer to .5 with reading tests. It may well be that if these correlations are not artifactual (and thereby spurious), the nonverbal portion of the Cognitive Abilities Test is not as independent of language skills as was supposed, or that its administration required a great deal of language communication.

INTERCORRELATION MATRIX AT THE THIRD GRADE LEVEL

	1	2	3	4	5
1 SAS	1.000	.821	.847	.806	.869
2 Vocabulary		1.000	.934	.898	.902
3 Reading Comp.			1.000	.909	.926
4 Language Total				1.000	.923
5 Math Total					1.000

INTERCORRELATION MATRIX AT THE FIFTH GRADE LEVEL

	1	2	3	4	5
1 SAS	1.000	.848	.981	.847	.863
2 Vocabulary		1.000	.950	.915	.708
3 Reading Comp.			1.000	.927	.934
4 Language Total				1.000	.925
5 Math Total					1.000

INTERCORRELATION MATRIX AT THE SEVENTH GRADE LEVEL

	1	2	3	4	5
1 SAS	1.000	.891	.919	.905	.921
2 Vocabulary		1.000	.955	.927	.924
3 Reading Comp.			1.000	.935	.952
4 Language Total				1.000	.925
5 Math Total					1.000

INTERCORRELATION MATRIX AT THE NINTH GRADE LEVEL

	1	2	3	4	5
1 SAS	1.000	.913	.957	.985	.964
2 Vocabulary		1.000	.937	.960	.928
3 Reading Comp.			1.000	.918	.973
4 Language Total				1.000	.916
5 Math Total					1.000

A simple way to summarize the apparent overlap is to compute the square of the correlation, which gives the percent of variance in the GE's accounted for by SAS. The table on the following page shows the results of these computations by grade level and subtest:

PERCENTS OF VARIANCE ACCOUNTED FOR BY SAS

	GRADE 3	GRADE 5	GRADE 7	GRADE 9
Vocabulary	.674	.719	.794	.834
Reading	.717	.962	.845	.916
Language Total	.650	.717	.819	.970
Math Total	.755	.745	.848	.929

With these large percentages of variance accounted for, one must face the question of what is left in the residuals. Might it be the case that the residuals merely represent random error, and that the variation among them is only error variance rather than a measure of differential school effectiveness? No doubt, a substantial portion of such differential effectiveness "washed out," and interpretation of the residuals is more difficult given those high correlations. However, it is unlikely that nothing but error variance remained. In order to assess this likelihood, partial correlations were computed between Year I and Year II residuals, holding shifts in SAS constant, with the following results:

	GRADE 3	GRADE 5	GRADE 7	GRADE 9
Vocabulary	.52	.48	.62	.57
Reading	.51	.48	.62	.63
Language Total	.51	.48	.66	.68
Math Total	.41	.50	.70	.66

These substantial partials show a high degree of stability of the residuals from Year I to Year II, particularly since all observations are on new sets of students. Such correlations could hardly have arisen from collections of random errors.

In spite of these results, caution is still needed so as to avoid assuming that a school's deviation from its "predicted"

achievement level (i.e., its Maryland norm) can serve as the sole criterion of its effectiveness. As first stated in Section 1.5.2 of this report, it must be repeated here that, at best, the residuals might serve as a first indicator of where to begin an in-depth process evaluation, and that only for the schools in the extreme ends of the residual distribution.

In order to aid such an interpretation, schools in the lower 2.5 percent of the residual distribution were placed in a "Group I," and those in the upper 2.5 percent in a "Group II."

Then, a two-group discriminant function was computed using the following independent variables as the criteria:

Total Enrollment
Pupil/Staff Ratio
Percent Daily Attendance
Teacher's Experience
Administrator's Experience
Percent Staff with MA's or Higher
Percent Disadvantaged Pupils
Mother's Educational Level
Family Income

The following is a summary of results:

		TRUE MEMBERSHIP		
		Group I	Group II	
ASSIGNED BY THE DISCRIMINANT FUNCTION	Group I	42	14	56
	Group II	20	46	66
		62	60	122

$$P(2/1) = 20/62 = .32$$

$$P(1/2) = 14/60 = .23$$

$$P(\text{total error}) = 34/122 = .28$$

A simple interpretation of discriminant analysis may be obtained by considering the classification error probabilities. Observe that 20 of the 62 schools in Group II were classified by the function as belonging to Group I, which is an error rate of 32 percent, denoted by $P(2/1) = .32$ (read: the probability of classifying a school as belonging to Group I, when it really belongs to Group II, is .32). Similarly, the probability of classifying a school as belonging to Group II when it really belongs to Group I is .23 (or $P(1/2) = .23$). The total classification error of the function is seen to be 28 percent. These probabilities of misclassification show that the independent variables are substantially related to a school's location on the residual distribution.

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APPENDIX G

INSTRUMENTS USED TO MEASURE ACADEMIC ABILITY AND ACADEMIC ACHIEVEMENT

1. Introduction

Two nationally standardized measurement instruments and one Maryland developed criterion-referenced test were the sources of data collected on student ability and achievement. The Cognitive Abilities Test (CAT), Form 1, 1971 edition, was used to measure student academic ability; and the Iowa Tests of Basic Skills (ITBS), Form 5, 1971 edition, and the Maryland Functional Reading Test (MFRT) were selected to assess academic achievement.

The ITBS and CAT were administered to all Maryland public school children in Grades 3, 5, 7 and 9 during the period March 1 to May 15, 1976. The MFRT was administered to all pupils in Grades 7 and 11 in October, 1975.

2. Description of Instruments Used

2.1 Cognitive Abilities Test

The data presented here are from the Nonverbal Subtest of the CAT. The Nonverbal Subtest was selected as the source of academic ability data because it does not require students to read or to perform arithmetical computations. The test is intended to measure the student's ability to reason by using test questions that are not bound by formal school instruction. The test emphasizes the discovery of and flexibility in manipulating relationships expressed in figures, symbols, and patterns. It has three parts:

- Part I -- Figure Classification (17 minutes). Figure Classification measures the pupil's ability to determine how a set of figures is like and then to select from five alternatives the one that belongs with the set.
- Part II -- Figure Analysis (14 minutes). Figure Analysis measures the pupil's ability to determine how two figures are related to each other and then to select two figures that are related in the same way.
- Part III -- Figure Synthesis (16 minutes). Figure Synthesis measures the pupil's ability to select from alternative pieces those that when combined would form a particular whole.

The scores of the three parts are combined to form a total Nonverbal Ability Score. The Nonverbal Ability Scores are set so that a score of 100 equals the average score for any age group. A third grade class with an average Nonverbal Score of 100 indicates that, on the average, the students in that grade did as well on the test of non-verbal reasoning as did students of their age nationally.

2.2 Iowa Tests of Basic Skills

The following eight subtests of the ITBS were selected for use as indicators of academic achievement. The brief descriptions that follow give a general indication of the skills required for success on each test.

• Reading Skills

Vocabulary (17 minutes). The Vocabulary Test measures the pupil's understanding of the meanings of words presented in short sentences. The pupil chooses, from among four alternatives, the word that has the closest meaning to the key word.

Reading Comprehension (55 minutes). The Reading Comprehension Test measures the pupil's ability to recognize and understand stated or implied factual details and relationships; to discern the purpose or main idea of a paragraph or selection; to organize the ideas presented in a selection; and to evaluate what is read. The test uses short stories, factual articles, and poems as the bases for the test item.

• Basic Language Skills

Spelling (12 minutes). The Spelling Test measures the pupil's ability to recognize mistakes in spelling. Each test item presents four words. The pupil indicates which, if any, of the words are spelled incorrectly.

Capitalization (15 minutes). The Capitalization Test measures the pupil's ability to recognize the words in a sentence which should be capitalized. The pupil indicates the part of the sentence in which, if any, an error in capitalization occurs.

Punctuation (20 minutes). Ability to punctuate is tested by having the pupil indicate the part of a sentence or the part of a correspondence letter in which, if any, an error in punctuation occurs.

Usage (20 minutes). The Usage Test measures the pupil's ability to use words according to the standards of correctly written English. The pupil indicates the sentence in which, if any, errors occur in the use of the verb forms, adjectives, adverbs, etc.

A total Language score is obtained by adding together the grade equivalent scores of the four basic language skills tests and dividing the sum by four (4).

• Mathematics Skills

Mathematics Concepts (30 minutes). The Mathematics Concepts Test measures the pupil's ability to understand the number system and the terms and operations used in mathematics. It goes beyond the four fundamental processes of addition, subtraction, multiplication and division by exploring concepts involved in currency, quantity, time, temperature, weight, length, volume, working with whole numbers, and working with decimals, fractions, percents, and ratios. The pupil is presented with a question and four alternative responses from which he is to select the one which best answers the question.

Mathematics Problem Solving (30 minutes). The intent in this test is to measure the pupil's ability to solve realistic problems presented in situations he might experience in everyday living. The test does not require the pupil to compute the answer but to select the correct one from four stated alternatives.

A total Mathematics score is obtained by adding together the grade equivalent scores of the two mathematics tests and dividing the sum by two (2).

The achievement test scores are expressed as GE scores, read as grade equivalent scores. The first digit represents the grade and the second digit the month within the grade. A GE of 5.7 would be read fifth grade seventh month.

2.3 Maryland Functional Reading Test

The Maryland Functional Reading Test is a criterion-referenced test based on the Maryland Functional Reading Program. There are two forms to the test - Form A to be administered to seventh grade pupils and Form B to eleventh grade pupils. Each form of the test, through the use of such items as newspaper ads, recipes, phone books, and sales receipts, measures pupil skills in the following categories: Locating Information from Reference Sources, Understanding Forms, Gaining Information, and Following Directions. In addition, each form contains eight questionnaire-type items on which the pupil indicates his use of reading for attaining personal development.

On the Maryland Functional Reading Test, the number of questions an individual answers correctly is converted into a percentage score indicating the percent of total score in each category and on the total test that were answered correctly. The questionnaire-type items are not included in computing number correct.

In Maryland it was established that a student should answer at least 80 percent of the questions correctly to score within the desired competency level.

APPENDIX H

RESOLUTION

Maryland State Board of Education

Resolution No. 1976-19

Re: Policy Statement on the Maryland
Accountability Program and Educa-
tional Program Improvement

WHEREAS, the Maryland Accountability Program provides information important to sound management in the improvement of public educational programs; and

WHEREAS, Accountability test results can be an effective means of identifying the strengths and weaknesses of school programs; and

WHEREAS, A statement of State-level policy can reinforce the positive steps taken by local school systems to improve educational programs; now, therefore, be it

RESOLVED, That the State Board of Education adopts the attached statement of State-level policy on the Maryland Accountability Program and educational improvement program.

Policy on the Maryland Accountability Program and Educational Program Improvement

The policy is to be followed by all participants in the Maryland State Department of Education and includes the following elements:

1. The Maryland Accountability Program supports sound management for the improvement of public educational programs. It is not a program developed simply to comply with the Maryland Accountability Act.
2. Information from the program includes test results and can be of significant help in improving programs.
3. The staff of the Maryland State Department of Education is to encourage and support or lead the local school systems to:
 - Establish and review system- and school-level objectives;
 - Analyze test results and other local assessment and evaluation information and initiate action to improve programs; and
 - Develop methods designed to provide new or revised program cost information.
4. School systems with State assistance are to strive to improve programs by:
 - Analyzing assessment data by skill category, especially in schools where results appear to reveal weaknesses, and to determine the match between the curriculum and test content:
 - Where the curriculum and test content are not in appropriate sequence, to use professional judgment to make decisions about modification
 - Where the curriculum does not cover elements of test content, to use professional judgment to make decisions to augment the curriculum
 - Where the curriculum covers the test content, but the skill areas in question are not being taught or emphasized appropriately, to make decisions to provide appropriate supervision or recommend appropriate inservice education activities
 - Analyzing assessment data in schools where results appear to reveal strengths to determine variables or conditions which seem to be related to the favorable results and to make program modification decisions as appropriate.